



Grant Details

01590 - FY17 Perkins IV Application

02021 - FY17 Lake Superior Consortium Perkin's Grant
Perkins IV Consortium

Grant Title: FY17 Lake Superior Consortium Perkin's Grant
Grant Number: 01639
Grant Status: Underway
Comments:
Applicant Organization: Lake Superior Consortium
Grantee Contact: Bradley Vieths
Award Year: 2016
Program Area: Perkins IV Consortium
Amounts:
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Project Dates: Proposal Date 07/01/2016 Project Start 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)
Lake Superior College		
Esko Public Schools ISD #99	01 public school district	
Proctor Public Schools ISD #704	01 public school district	
Hermantown Public Schools ISD #700	01 public school district	
Duluth Public Schools ISD #709	01 public school district	
Cook County Public Schools ISD #166	01 public school district	
Lake Superior Public Schools ISD #381	01 public school district	

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)

Our plan for FY 2017 is a major shift for this consortium. With new leadership and a focus this past year on fostering collaboration between rural, Duluth, and postsecondary partners, our leadership team has worked tirelessly on revamping outdated procedures and focused on setting our consortium on solid footing to expand CTE in our region. As a group, we have opened the fiscal management; created a mini-grant application process for equipment and innovative program ideas; allocated more resources for professional development and rigorous program of study development (RPOS). As a consortium, we have placed focus on Engineering and Manufacturing trades as our next focus to transition to a RPOS. We have also allocated larger portions of the grant towards our two RPOS of Automotive Technician and Health Occupations programs; more funding for Career and Technical Student Organizations (CTSO) in the terms of stipends and travel expenses. We have also refocused on improving advisory committee effectiveness by streamlining with LSC committees when possible. Our newest innovative programs include piloting an Aerospace Physics course that is tied to our Engineering program and also meets all MDE physics standards. This program will serve as the Launchpad for concurrent high school and post-secondary credit. Our hope is that other areas will follow suit. We have also expanded our CAN program. Initially grant funded last year to offer CNA coursework in Esko. It has been expanded this year to Duluth's Construction program working directly with LSC's at the same site; additional CNA and Health Occupations coursework in Duluth; and Silver Bay students being offered Wildland Firefighting training through its agriculture program—this program is also being developed this year in Duluth as part of expanding its Forestry, Wildlife, and Natural Resource Program into an all-year offering.

All of these decisions were facilitated this year by a leadership group composed of our consortium board. The consortium organized this past fiscal year a half-day professional development day for all CTE teachers and administrators. The day was set as a review or introduction to Carl Perkins and CTE best practices. With high turnover in CTE in this region, it was viewed essential to explain or inform the members what is actually allowable and expected from the consortium. The same afternoon, the leadership group met and planned out tentative budget changes for the consortium and approved the new mini-grant procedures.

Overall, we feel this year's plan is our most comprehensive and program focused to date. We have set priorities that focus on student exposure to the workplace, teacher development, post-secondary and secondary collaboration, exploring math improvement for CTE and general math scoring in the region's testing data.

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)

After looking through our performance indicators, our consortium is in a unique situation. Math scores throughout the region are low compared to state averages. As a consortium, we organized this previous year's reallocation award to a one day Math in CTE workshop which was cancelled due to scheduling conflicts. That being said, we did include this event in our FY17 plan and are planning on holding the event in the fall of 2016. This was viewed by the board as the first step in attempting to improve our standing with regards to math scores and we have included money in this year's budget as well as pursuing other grant opportunities to continue building from the success learned from this day.

With regards to our low non-traditional participation and completion, we used the data and questions it brought up to figure out the root causes. At the secondary level, we have been using Perkins money every year to provide staffing at various member schools to run "all-girl" shop and/or Industrial trades programs. It was found that this practice is actually harming our completion indicator (6S2). As a consortium, this program has definitely been paying dividends. To date, the three schools that have piloted this program are now all funding sections with their own general fund. We also found that we have had over 330 non-traditional participants which is a great number for our size. This large number however is also causing the low completion results. Students are not able to reach the 240 hour requirement to meet completion level so our percentages drop dramatically. This has been brought to light and as a consortium we are looking into how we keep non-traditional enrollees taking the next step in the programs by taking more advanced coursework.

Looking at this data, we will continue to offer the non-traditional program incentives and have approved Cook County schools to use these resources next year. We have also looked into other areas that we could possibly boost enrollment such as automotive, CNA/Health Occupations, Carpentry/Construction and Business/Accounting. Along with this is our promotion to increase TSA offerings at the secondary level. We have allocated money to increase programs of study to transition to RPOS by promoting more TSA offerings to students.

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)

Our RPOS is Automotive Technicians and is directly tied to NATEF and ASE. As a consortium we have also worked diligently to support this program with additional financial support for its CTSO, professional development for the teacher and equipment support. By the start of academic year 2016-17, we hope to have added our Health Occupations/CNA as a RPOS. Lake Superior College (LSC) has expanded offerings of this program through the Career Advantage Now (CAN). This program offers schools a chance to promote, prioritize and restructure concurrent classes with LSC. Currently our consortium will be providing instructors and certified lab assistants to high schools to work with the secondary teachers and students in the areas of construction trades and health occupations. We have also allocated in this budget money for Engineering and Manufacturing to develop into a consortium-wide RPOS. We also have 3 career pathways offering TSA's and hope to expand that by allocating a much larger portion of Perkins funding for TSA offerings for students. On the secondary side, our instructors and programs are constantly working with industry to ensure we are matching their needs as well as the demands from DEED and regional data.

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)

All of our programs in our consortium are either articulated or paired to regional MnSCU schools, trade unions, or national organizations. We have also worked hard to emulate industry through consistent equipment upgrades or purchases that match closely to industry standards. We have also allocated a larger amount of money for career experiences for our CTE programs. We have committed an open experience mini-grant in this year's budget for transportation to industry and/or post-secondary for tours as well as Lake Superior College covering costs related to their programs, experiences, events to help students explore all aspects of their chosen career pathway. It is our hope that by allocating more money for these events, teachers will be more able to get their programs out into industry for support and recruitment into the industry whether that be post-secondary or apprenticeship. We have also committed to expanding our W/E programs for our western schools by piloting a digital framework for W/E and providing .2 FTE to build on this program that is offered in Duluth. Our hope is that schools in the consortium will utilize this program with their students and provide a better transition to graduation and the workforce. We have also partnered with the Duluth Aviation Institute, LSC's Advanced Aviation program and local industry to develop a middle school exploration program-- based on the *Gilruth Continuum Path to Aviation - Next Generation program*-- and a high school Aerospace Physics program that meets all Minnesota Science standards in physics.

Duluth Public Schools has also worked to create a partnered program with our Workforce Development Board, DEED and the district to provide career training and staffing through outside grants. We have allocated money for transportation, supplies, and training to get our career centers up and running by the fall of 2017. Duluth has also been working to pilot apprenticeship and intern opportunities. Currently we are developing these programs in our culinary, engineering and design, and automotive programs so that our top aspiring students have an avenue to work within the industry during their coursework and summers. We are currently setting up partnerships with Subaru, Product Development Machine, Loll Designs, and regional hospitality partners.

Lake Superior College has been working closely with local industry to develop a program of study in pre-engineering that will allow students to transition more efficiently to either 4 year programs or the workforce.

The consortium will continue to strongly support and encourage career experiences that extend "beyond the school walls" dedicating a significant portion of funds towards such programs. Consortium members incorporate clinicals, internships, apprenticeships, industry field trips and service learning into their curriculum to foster within students a clearer understanding of the linkages between academics, education, work and careers. Many of these programs, such as the annual Tour of Manufacturing and Construct Tomorrow, are developed and supported by area business and industry partners themselves. In addition, the consortium works closely with regional organizations such as the Arrowhead Manufacturers and Fabricators Association (AMFA) to coordinate events that showcase the connection between education and industry. The consortium also provides support for events such as FIRST Robotics, Midwest Robotics League, Construct Tomorrow, HOSA, DECA, BPA, FFA, Skills USA and local trade competitions which provide students the opportunity to interact directly with members of business and industry.

Additional activities supported by Perkins funding include partnering with the Workforce Development board for CEO in the Classroom programs, job shadowing and internship opportunities, career fairs, skills fairs, and summer camps that offer focused programs in areas such as healthcare, manufacturing or technology. Innovative programs such as the North Shore Timber Framing Project allow students the opportunity to work with area craftspeople in the process of building a full scale timber structure, a project that begins at the design and blueprint stage and continues through to final assembly. High skill, high wage, or high demand occupations are a focus and will be identified through continued work with the Department of Employment and Economic Development (DEED), Workforce Investment and Opportunity Act (WIOA), and World's Best Workforce(WBW).

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)

Built from work done in fiscal year 2016, our consortium has made an effort to expand and promote professional development in the region. Our biggest event will be the Math in CTE conference that was postponed until October 2016. This is a collaborative of Lake Superior College and secondary schools to bring in speakers from the NRCCTE to share their model of math working within CTE. Our hope is to have upwards of 30 CTE teachers and 10 math instructors working together on this day and hopefully throughout the year to explore math concepts taught in each of the 6 career clusters.

We plan on continuing our work by organizing a whole day in the fall of 2016 to gather all members, teachers, administrators to work collaboratively on renewing our program approvals for the next 5 years. We also plan on promoting the state CTE conferences. Lake Superior College currently offers articulation night, guidance counselor appreciation lunch, as well as 2 trainings with advanced manufacturing and design programs working with local CTE teachers on program development and skill attainment. The same is done with business and accounting. This year, we have also allocated a larger portion of the grant for the sole purpose of Professional Development in hopes more and more instructors will look into connecting at local, state, regional, or national levels with their industry and educational partners.

Currently, the consortium offers a spring Industrial Trades professional development day or 2-day workshop where CTE teachers and LSC instructors. The events takes attendees to local industries as well as site visits to local member's labs to showcase equipment and programs supported by the consortium. We also currently offer a summer workshop provided by LSC for Engineering, welding, and design for teachers to learn directly from instructors on CAD/CAM, prototyping, welding, and manufacturing. The program also allows for professional sharing and brainstorming for program development. Our hope is to replicate these events in our other programs of study.

For a more effective and efficient process for sustainability and quality the consortium's plan is to combine secondary and postsecondary advisory committees.

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)

This is the toughest aspect of our current state of CTE in the region. As a consortium, we have not done anything specifically beyond organizing trainings so that administrators can learn about the options for programs with regards to variances, shortages, and general updates from MDE and MnSCU. That being said, fears with the changes in concurrent credit teaching credentials and MN Board of Teaching dragging out portfolio or college approved programs has made this very difficult. We have used our collective knowledge to help recruit, train and locate teachers or community members to fill vacancies but that has mostly led to a large increase in variances and community expert designations. Also, with not being able to use Perkins funding to pay for tuition or educational expenses it makes it hard to offer incentives to potential candidates for CTE vacancies.

On the post-secondary side, it has been difficult to retain students due to the job market and ability to jump right into the workforce before reaching certification or degree. This is especially true with non-traditional enrollees who are being recruited well into their learning. This has also led to dwindling enrollment in some areas of carpentry, construction and welding.

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)

To date, the concept of proving student performance abilities has been a target of focus on our secondary side. This year, we have allocated money in one of our Engineering and Manufacturing programs a weld tester and weld deficiency kit. It is our hope that by utilizing these tools the teacher and the student can use more formative assessments as the students' progress in their welding abilities. As a consortium, we have also worked to form common advisory committees with LSC partners as much as possible to make sure our secondary students are learning on similar machines, software, and skills to lead to greater success if they transition to postsecondary careers. Our Automotive program is also setting up paid internships and learning program/mentorships with the regional Subaru dealer that will allow students to prove not only NATEF and ASE standard skills but specific dealer standards and potential job vetting. On the post-secondary side, LSC is always striving to meet industry standards by collaborating with industry and local partners. The primary focus is "real-world" experiences through clinicals and experiential learning such as the ERTC campus. In the field of health occupations, the college has piloted using TEAS testing program to help assess students' aptitudes towards success in the field of study.

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)

The secondary RPOS for our consortium is Duluth's Automotive Technician program. Duluth's program is one of 9 NATEF and ASE programs in the state. It also is scaled by the RPOS Rating's Form as 2 or 3 in all categories. The program is legislated and partnered with the national NATEF, ASE, and SkillsUSA standards. The instructor is a certified Master Technician with 22 years professional and teaching experience. The program is sequenced in four non-sequential components that allow students to receive certifications in all four major areas of automotive mechanics. The program is also directly articulated with LSC as well as students pursuing post-secondary training at various national programs. Our consortium has invested mostly in professional development and club support due to the fact the automotive advisory committee is so high-functioning that they often support the program with equipment and other needs. The growth of this program shows in the quantity of students enrolling in it. The only major issue or weakness of the program is the upcoming retirement of the instructor and the costs associated with finding a qualified replacement. That and dwindling student interest in the CTSO is another issue the program is looking at improving.

It is also important to note that as a consortium we have started paperwork to move our Health Occupations/CNA program towards RPOS status. As a consortium, we have also pushed our entire consortium's Engineering and Manufacturing program to become our consortium's first member-wide RPOS. It is our hope by allocating budgeted dollars to this group that it will achieve this status by the end of 2017.

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

Goal 1 Narrative:

The consortium believes in and supports the POS model and will work towards establishing additional Rigorous POS and create long term Plan of Actions that will guide us as we move forward. The consortium is also looking heavily into expanding our RPOS offerings. To date, the sole approved program has been our automotive mechanics program in Duluth. This past year, the consortium filed the necessary paperwork for our expanding Therapeutic Services program. Duluth currently offers a full year of Health Occupations and CNA Clinicals course that is one of the top programs in the state. Over 50 students per year leave with a CNA license and passing scores on their NATO testing. This program is also offered as a concurrent CITS course with Lake Superior College. This past year LSC also provided staffing at member school Esko to offer at least the CNA portion to students and that program is expanding in FY17 by becoming a full year program as well. Efforts over the next year will focus on creating a Rigorous POS in each of our member schools under the career field of Industrial Trades and providing resources to assist in this effort. Currently, each member school either has an approved program or is in the process of developing a program. By allocating a lump amount to this pathway the consortium expects that the members will actively pursue the following: Improving common professional development; create common curriculum where possible; modify labs and courses to match LSC's Advanced Manufacturing campus; work towards implementing TSA's where applicable to the given area of study and articulated with at least one MNSCU school. We also hope to expand and/or build off the success of our Industrial Trades professional development days. Our longest running professional development offering is our spring "Shop Teacher Workshop". This annual event was first held in 2006 and since that time more than two dozen area business and industry sites as well as several area college and technical institutions have been toured. Each year approximately 25 regional shop teachers take part in the day long event. The purpose of the workshop is threefold; to provide a time for industrial tech teachers to gather and communicate, to offer an opportunity for them to interact with area industry and educational institutions, and, most importantly, to create for them an opening that would encourage teachers to better understand and familiarize themselves with the skill sets currently being used in manufacturing and industry. This current year we expanded the workshop to two days and travelled up the North Shore to visit several sites. The workshop included a hands-on demonstration of the industrial tech/FabLab programs at the high schools in both Silver Bay and Grand Marais, the alternative energy installations (solar, biomass and wind) at Wolf Ridge ELC, the harvesting and milling operations at Hedstrom Lumber on the Gunflint Trail, as well as the traditional craft programs offered at North House Folk School in Grand Marais. Survey evaluations showed the workshop to be very well received with a number of participants suggesting a two day workshop again for next year. Tentative plans are to replicate a similar experience in the spring of 2017 possibly expanding the event to include additional participants such as the Applied Learning Institute (ALI), DEED, and other regional technical institutions. All of this is done based on improvement models and growth at LSC in this field. LSC is even looking into expanding their advanced manufacturing program and creating a pre-engineering AAS program at its site. The consortium will continue its support of CTSO's, curriculum development, professional development, and collaboration between LSC and member school districts. Our goal as a consortium is to also expand and update articulations between MNSCU institutions. We have been actively working with promotion and awareness of CTE programs for counselors and administrations at the sites. Our biggest effort is working towards expanding our low TSA offerings currently around the consortium. We have committed several levels of training, awareness and finance to getting students and teachers gaining TSA and certifications. We also have experienced large growth with expansion of small engines, a new aerospace physics program, and new formatting and access to Work Experience Disadvantaged programs for all our member schools.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P5 Student Organizations , P10 Student Transition
Strategies	
1.2 Provide support to Career and Technical Student Organizations and foster expansion and growth based on regional success	
Outcomes	
1.2.1 Provide funding for advisor stipend and travel expenses, equipment, or supplies as approved by the board in setting overall Consortium goals and appropriate use of funds.	
1.2.2 Promote success of consortium clubs at the secondary and post secondary levels: BPA, First Robotics, SkillUSA(Automotive, Hospitality, Engineering and Design, Graphic and Digital Arts), FFA, DECA, HOSA.	
1.2.3 Promote and offer local competitions and experiences for students.	
Measures	
1.2.1.1 Based on National success the consortium will provide funding to 3 stipends and travel expenses for all licensed instructors qualifying for national or world events	
1.2.1.2 Consortium will provide minimal support for supplies needed for competition and student development	
1.2.2.1 Consortium will assist in media coverage and promotion of CTSO success	
1.2.3.1 Lake Superior College will offer 2-4 events showcasing student talents on site. May include Midwest Robotics League, Welding and Design Competition, Construction Competition.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$24,600.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,230.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$25,830.00
Total	\$25,830.00

Goal 1 Objectives 2

Use of Funds* R2 Programs of Study, R5 Professional Development

Strategies

1.3 Provide Support for maintaining, expanding, and piloting new programs of study.

Outcomes

1.3.1 Provide .2 FTE for piloting new Small Engines program

1.3.2 Provide funding for state CTE and content conferences/Workshops

1.3.3 Provide instructional support for Summer Camp offerings through LSC

Measures

1.3.1.1 Consortium will cover FTE need for Hermantown to offer new small engines course

1.3.2.1 The Consortium will provide two professional development training sessions focused on the implementation of POS.

1.3.2.2 Minimum of 2 Career Field specific professional development activities will be held for secondary and post-secondary faculty and business partners.

1.3.2.3 Provide money for content specific professional development opportunities.

1.3.4.1 Provide money for supplies, staffing, and travel.

Reallocation Explanation

Post-Secondary Required Activities	\$11,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$550.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,550.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,500.00
Secondary Admin Cost	\$525.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$11,025.00
Total	\$22,575.00

Goal 1 Objectives 3

Use of Funds* R6 Assessment , P7 Equipment Leasing/Purchasing/Upgrading

Strategies

1.4 Provide equipment and supplies to match industry standards in consortium focus area of Dental Hygiene, Industrial Trades, Engineering and Design Programs of Study

Outcomes

1.4.1 Provide lathe and tooling for consortiums most underfunded and outdated program

1.4.2 Provide welding equipment for new program being added to two member sites based on recommendation and analysis of Lake Superior College welding instructors

1.4.3 Provide Weld Testing package as a pilot for established welding program for rest of the consortium members.

1.4.4 Provide dental chair for dental hygiene program at LSC

1.4.5 Purchase equipment from LSC approved equipment list

Measures

1.4.1.1 Program receiving assistance will work with local MNscu school and regional group to ensure students are acquiring skills for the workforce in their region.

1.4.1.2 An additional 20% of students will have access to metal work based on this purchase.

1.4.2.1 A minimum of 30 students will attempt welding for the first time in this new program

1.4.2.2 Program will work with LSC to develop an articulation based on skill acquisition for students pursuing welding career

1.4.3.1 Instructor will track data on weld testing proficiency

1.4.4.1 Dental Program will increase access to students by a minimum of 8 students.

Reallocation Explanation

Post-Secondary Required Activities	\$16,138.73
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$24,400.00
Post-Secondary Admin Cost	\$2,026.94
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$42,565.67

Secondary Required Activities	\$3,495.54
Secondary Permissible Activities	\$10,171.60
Secondary Reserve	\$0.00
Secondary Admin Cost	\$683.33
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$14,350.47
Total	\$56,916.14

Goal 1 Objectives 4

Use of Funds*	P10 Student Transition
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Strategies

1.5 Provide access to students online and digital formats for job transition out of post-secondary.

Outcomes

1.5.1 Provide site license to MCIS for post secondary students

1.5.2 Provide site license to Interview Stream online curriculum for post secondary students.

Measures

1.5.1.1 A minimum of 500 students will actively use MCIS software to plan and research career interests and job outlooks.

1.5.2.1 A minimum of 100 students will actively use Interview stream to prepare for job interviews and soft skills.

Reallocation Explanation

Post-Secondary Required Activities	\$2,665.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$133.25
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,798.25
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,798.25

Goal 1 Objectives 5

Use of Funds*	R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading
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Strategies

1.1 Develop a collaborative process (secondary and postsecondary) to review, update, and transition our current Programs of Study towards a RPOS.

Outcomes

1.1.1 Provide and/or fund faculty for the instructional, review, update, and implementation of requirements of a Rigorous Programs of Study.

1.1.2 Fund the purchase of equipment, instructional supplies, materials, and professional development opportunities that are components of the RPOS process or RPOS implementation.

1.1.3 Support CTE early college opportunities.

1.1.4 Implement Articulation Agreement for College Credit agreements, documents, and recording of student achievement.

1.1.5 Implement early college programs and services.

1.1.6 Fund the purchase of instructional supplies, materials, and professional development opportunities that are components of the early college program.

1.1.7 Fund the purchase of instructional supplies, materials, and professional development opportunities that are components of the Articulation Agreement for College Credit system.

1.1.8 Implement processes that provide program support, programs of study and early college opportunities

Measures

1.1.1.1 Post-Secondary and Secondary teachers will meet 3 times a year for professional development; curriculum alignment; and TSA focus.

1.1.1.2 Consortium will apply for this pathway as a second RPOS in Spring

1.1.1.3 50% of programs in consortium will meet RPOS requirements in 2017. 800% by 2018

Reallocation Explanation

Post-Secondary Required Activities	\$7,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$5,963.93
Post-Secondary Admin Cost	\$648.20
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$13,612.13
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$9,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$750.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$15,750.00
Total	\$29,362.13

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

Goal 2 Narrative:

Collaboration between industry, LSC and member schools has been chosen by the leadership board as our number one priority. To date, we have worked on improving common advisory committees between sites, with LSC, and common content areas. We have set up an innovative program tied to LSC call the Career Advantage Now (CAN) program. CAN allows high schools in our consortium to offer courses taught by LSC instructors for LSC credit. We piloted the program this year with Esko in the CNA program. This next year we are expanding this to a full year program Health Occupations program at Esko, possibly expanding Duluth's Health Occupations program and piloting this collaboration with Duluth's and Proctor's construction programs working directly with LSC. Several schools are also looking at expanding not only their Work Experience programs but also offering internships at various industries including Subaru, Product Development Machine, local restaurants, and healthcare facilities. The Duluth School District is looking at offering layered career experience programs at its sites. Discussions have been made about expanding our Disadvantaged Work Experience program; reviving a formal Youth Apprenticeship program and possibly investigating our HECAP program for freshmen and sophomores who qualify so that our CTE students who are working in industry already could also receive high school elective credit. Along with that we currently have interships for non-credit being discussed in our automotive program with Subaru's career initiative program; engineering setting up similar experiences with Product Machine Development, a local prototyping and innovative design company, and also Loll Design's; hospitality with its students working in one of our many restaurants and retailers; and our Nursing program looking into advancing students' learning by offering credit for underclassmen who completed our CNA program and wish to continue working and learning their senior year.

We have also looked at our program advisory committees, who will meet regularly for each secondary and post-secondary CTE program, using guidelines developed at LSC. Membership will include consortium coordinator, business/industry reps, and secondary teachers. Other activities will include bringing in speakers for high school classrooms to connect secondary, post-secondary, and business/industry. Evaluation of CTE programs and existing POS will include feedback from business/industry. Program advisory committees will discuss ways to develop further partnerships at the local level and build work-base experiences for students. Program coordinators at LSC will work with secondary schools to develop and implement POS and other collaborative efforts between post-secondary and secondary.

We will also continue successful exposure events such as Construct Tomorrow, Tour Manufacturing, local skills competitions hosted by LSC and content specific industry site visits. The consortium members incorporate internships, clinicals, and service learning into the curriculum to assist students to better understand "all aspects of the industry". New to the consortium is the expanded collaboration between DEED and regional WFCs. Duluth and surrounding schools are expanding this resource and collaboration by working with guidance counselors, career centers and administration to better meet the needs of WIOA and World's Best Workforce.

In discussions with Jenni Swenson, Dean of Business and Industry at LSC, we initiated a plan pertaining to a Mobil Manufacturing Lab for our consortium. Using FY15 leveraged Integrated Manufacturing funds of \$18,241 that needed to be spent before June 30, 2016 LSC purchased the following items for the consortium:

• NEO 8.5' x 20' enclosed trailer from Pine River Sales	\$7,735.43
• Afinia H800 3D Printer from First Technologies—Silver Bay	\$1,899.00
• Afinia H800 3D Printer from First Technologies—Two Harbors	\$1,899.00
• Afinia H800 3D Printer from First Technologies—Duluth East	\$1,899.00
• Afinia H800 3D Printer from First Technologies—Hermantown	\$1,899.00
• Afinia H800 3D Printer from First Technologies—Esko	\$1,899.00
• Afinia Premium Plus filament to all 5 high schools	<u>\$999.95</u>
• TOTAL	\$18,230.38

In addition the consortium, using \$11,268 of FY16 Perkins funds purchased the following:

- Afinia EINSscan Hand-Held Scanner Full-Package that includes: EinScan-Pro 3D Scanner, Tripod/Tumbletable, Camera Color Pack for LSC's Integrated Manufacturing Program.
- Five Afinia ES360 3D Scanner that includes turntable for Silver Bay, Two Harbors, Duluth East, Hermantown and Esko High Schools.

During FY17 the consortium's Industrial Technology teachers will meet with LSC Instructors and our Industry Partners to plan what will be included in the trailer. We have \$61,152 of FY16 has leveraged funds to initiative the following plan:

Career Advantage Now (CAN): Classroom Lab Concept for Lake Superior College

Program Implementation

- During the FY 17-18 school year a Classroom Lab will be on different high schools each quarter
- Lake Superior College and our Industry Partners will provide training to high school instructors on running various program stations within the provided Classroom Lab
- LSC's National Technical Honor Society (NTHS) students will provide support within our consortium including—but not limited to—classroom presentations, help in forming high school chapters of NTHS, and evening presentations to community members such as school parent teacher conferences.
- Various industry partners will provide speakers to career exploration classes at each high school during the quarter in support of Career and Technical Education
- Evening and weekend classes provided to community members, high school students and/or businesses in need of employee re-certification or for college credit. This training will be organized by Lake Superior College's Customized Training Staff. Tuition cost of instructor paid for by individuals.

Outcomes and activities associated with Classroom Lab

- Career exploration instructional modules at regional high schools will increase awareness and interest of technical education
- College faculty will partner with high school instructors to provide engaging career exploration activities
- Instructional modules provided at minimal cost to high schools
- Hands-on career exploration activities will provide students with a real-world understanding of technical occupations
- Guest speakers from regional employers will inform students about specific job opportunities, and what skills they look for when hiring technicians
- Bring the training lab right to individual school
- Students and parents will be able to see that a career in modern manufacturing provides high-tech high-paying jobs in a very clean environment
- Increase awareness of clean manufacturing and the in demand high-tech careers as students examine the 16 career pathways
- Increase articulation agreements with Lake Superior College
- Offer more career explorations opportunities through job shadowing and pre-apprentice programs

The Classroom Lab is full of sophisticated, computer-controlled digital equipment that might include:

- **Laser Cutter:** cuts 2D parts to assemble press-fit 3D structures such as buildings, lanterns, or mini-furniture; also engraves text onto wood, metal and other materials
- **Shopbot CNC Mill:** cuts, drills, carves, and machines wood, plastic, aluminum and other materials
- **Vinyl Cutter:** plots cuts for thin materials, such as fabric, vinyl, very thin metal, etc.; cuts out flexible elements such as circuits and antennae
- **Modela 3D Plotter/Desktop Miller:** cuts wax, wood, plastic, and light metal to create anything from circuit boards to 3D molds; starts with a block of material and mills it down to a 3D structure
- **GuideWELD VR:** welding simulator is a virtual reality welding simulator that enables students to master basic welding skills and learn proper technique in a safe, virtual environment.

When specifically looking at jobs that require more than a high school diploma, Dr. Kenneth Gray and Dr. Edwin Herr, each a Professor Emeritus of Education in Penn State University's College of Education, say the magic ratio is 1:2:7. Out of every 10 jobs, one will be classified as needing a master's degree or more, two will require a four-year degree, and the large majority of seven will require technical skills earned with a one- or two-year associate degree or certificate.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, P10 Student Transition
Strategies	
2.4 To provide club support at the post secondary level and promote programs	
Outcomes	
2.4.1 Provide support in terms of travel, food, lodging and registration for advisors.	
Measures	
2.4.1.1 A minimum of 5 clubs will participate at state and national levels of competition.	
Reallocation Explanation	
Post-Secondary Required Activities	\$15,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$750.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$15,750.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$15,750.00

Goal 2 Objectives 2	
Use of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
Strategies	
2.1 Provide exposure and work experiences to students that will assist in transitioning from coursework into workforce or postsecondary	
Outcomes	
2.1.1 Incorporate work-based learning into secondary and postsecondary CTE programs through collaboration with local employers for internship and clinical sites.	
2.1.2 Continue work with WFC/DEED on Youth Apprenticeship Model.	
2.1.3 Collaborate with WFC/DEED to incorporate career centers into Duluth schools	
2.1.4 Provide hands-on skill days for area high schools in partnership with Lake Superior College and Industry.	
2.1.5 Expand W/E to local members where feasible	
Measures	
2.1.1.1 80 secondary students & 50 postsecondary students will participate in work-based learning experience	
2.1.1.2 360 postsecondary & 65 secondary health career students will participate in clinicals.	
2.1.2.1 A minimum of 8 students will participate in the YES! Duluth summer internship program through WFC	
2.1.3.1 A minimum of 800 students will participate in career center visits and work on career planning	
2.1.3.2 If grant is approved, Career Center will host a minimum of 6 events for students and young adults on job training and exposure	
2.1.4.1 A minimum of 1500 students/staff will participate in the Construct Tomorrow Event	
2.1.4.2 A minimum of 200 students will attend local Tour of Manufacturing	
2.1.4.2 A minimum of 600 students will visit regional MNSCU schools for trade programs through site visits and events	
Reallocation Explanation	
Post-Secondary Required Activities	\$60,580.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$3,029.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$63,609.00
Secondary Required Activities	\$6,700.00
Secondary Permissible Activities	\$2,129.91
Secondary Reserve	\$0.00
Secondary Admin Cost	\$450.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,279.91
Total	\$72,888.91
Goal 2 Objectives 3	
Use of Funds*	P1 Advisory Committees
Strategies	
2.2 To create and maintain joint secondary and postsecondary CTE advisory committee representation.	
Outcomes	
2.2.1 Ensure that all advisory committees have representation from both secondary and postsecondary partners.	
2.2.2 Ensure continued representation of business, industry, and labor on advisory committees.	
2.2.3. Develop joint advisory committees between districts when possible.	
2.2.4. When possible, combine secondary advisory committees with Lake Superior College in Construction, Business and Marketing, Computer Science, Automotive, Manufacturing and Trade.	
Measures	
2.2.1.1 15 advisory committees have both secondary and postsecondary members.	
2.2.2.1 90% of the consortium advisory boards have active business, industry, and labor members.	
2.2.3.1 and 2.2.4.1 Continue to work towards establishment of joint secondary-postsecondary advisory committees. Currently there are 3 combination Committees with Lake Superior College	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00

Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$700.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$35.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$735.00
Total	\$735.00

Goal 2 Objectives 4

Use of Funds* R6 Assessment

Strategies

2.3 To promote quality improvement through CTE program review and Technical Skills Assessment offering

Outcomes

2.3.1. Continue to develop and implement CTE program improvement plans based on Program Approval status and assessment of level of performance based on the MDE Rubrics.

2.3.2. Continue to evaluate LSC CTE programs through the Program Evaluation System and through Advisory Committee Review.

2.3.3. Provide for TSA assessment.

2.3.4. Secondary CTE staff will complete a self-assessment of each program.

Measures

2.3.1.1. The Consortium will continue to evaluate 10 Secondary CTE programs

2.3.2.1. LSC CTE programs with POS will be evaluated for elements of efficiency, effectiveness, and relevancy to the work place, and skill attainment and continue to evaluate retention rates.

2.3.3.1 The Consortium will continue to provide Professional Development and support as needed.

2.3.4.1 Technical Skill Attainment and assessments will be provided to a minimum of 60 secondary and 150 postsecondary students.

Reallocation Explanation

Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$125.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,625.00
Secondary Required Activities	\$2,547.31
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$127.37
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,674.68
Total	\$5,299.68

Goal 2 Objectives 5

Use of Funds* R10 Collaboration

Strategies

2.5 Provide funding for collaboration with Duluth Aviation Institute and LSC's Advanced Aviation program to offer exposure to Aviation Career Curriculum at the middle schools.

Outcomes

2.5.1 Provide funding for development of portable kits for sites.

2.5.2 Provide funding for supplies and equipment for kits.

2.5.3 Provide funding for professional development as needed.

Measures

2.5.1.1 A minimum of 700 students will receive the curriculum annually

2.5.2.1 A minimum of 3 kits will be developed

2.5.3.1 A minimum of 1 professional day for teachers

Reallocation Explanation

Post-Secondary Required Activities	\$9,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$450.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$9,450.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$9,450.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Effort will be made to ensure that CTE courses and POS will be accessible for students with special needs. LSC students with disabilities will have access to assistive technology. It will be a special goal of speakers in the secondary classrooms to address non-traditional participation. Events will be sponsored that coordinate CTE courses with special education, including a professional development activity for teachers and "College for a Day" for secondary students with disabilities. In addition, program advisory committees will address program accessibility and the instrument that will be used for evaluation of CTE and POS will include items that check accessibility for all students. We will also expand or continue the use of Duluth's What I Need (WIN) program where students have access to 25 minute period to explore careers and job skills.

All CTE programs established within the consortium have appropriate curriculum for all students. The consortium will work with community organizations and workforce development groups to identify high skill, high wage, or high demand occupations in the region that are non-traditional by gender, and will design the recruitment and enrollment materials as appropriate in a neutral manner highlighting the economic benefits for special population students. CTE curriculum and student based activities will be designed to attract and encourage nontraditional participation and encourage, support and accommodate special population students. The consortium will continue to use Perkins funding to assist in the provision of support services for students with disabilities, economically disadvantaged, displaced homemakers, single parents, and nontraditional students. In addition the consortium will share LSC staff who specialize in service to special populations.

We have also chosen to continue our support of the "All-Girls" Initiative and this year Cook County will be the host site. This program has led to large increase in enrollment in each of the 3 schools that have piloted the program. It is also important to note that each school that has piloted the program are now funding the courses on their own budgets. We will also continue work with YES! Duluth and W/E programs increasing and being developed into a digital format based on issues of our geography. We have also expanded CTE in Duluth's Alternative Learning Center to help our most at-risk students get exposed to career programs.

One of our biggest issues or concerns is the increase of high need SPED populations enrolled in CTE and trying to train teachers and SPED teachers to work together for what is best for the students.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R9 Special Populations
Strategies	
3.1 To provide full programmatic access and success for students with disabilities.	
Outcomes	
3.1 Provide needed support services through the LSC Office for Students with Disabilities that enhance access and success for CTE students.	
3.2 Provide event to Special Populations called Northern Bridges Conference	
3.3 Provide supplies to Special Populations staff and programs as needed.	
3.4 Provide support and services for a Non-traditional workshop	
Measures	
3.1.1. 100 secondary and 150 postsecondary students with disabilities will receive support services. 1	
3.1.2. The LSC Disabilities Coordinator will provide outreach to 100 secondary students with disabilities through special events targeting the special population.	
3.1.3.33 Disability Services Coordinator 1d. Perkins share of supplies/equipment Disabilities	
3.2.1. Disabilities special event for a minimum of 40 professionals dealing with special populations	
3.3.1 Provide support in printing with work for transitioning secondary special populations into the workforce and/or post-secondary	
3.4.1 Will offer a minimum of 1 training for professionals targeting special populations in the workforce	
Reallocation Explanation	
Post-Secondary Required Activities	\$33,765.14
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$35,453.40
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$35,453.40

Goal 3 Objectives 2

Use of Funds*	R9 Special Populations
Strategies	
3.2 To recruit and enroll students from diverse ethnic backgrounds into CTE programs and provide assessment, comprehensive counseling, academic advising, tutoring, and career-planning.	
Outcomes	
3.2.1 Provide needed support for special population students (economically disadvantaged, single parent, etc.) through LSC's Intercultural Services Office.	
Measures	
3.2.1.1 The Intercultural Services Specialist will visit Consortium high school to discuss CTE opportunities with students of color and underrepresented populations as requested.	
3.2.1.2 Goal is to visit 8 high schools.	
3.2.1.3 .33 Intercultural Services Coordinator's time will be spent on this objective.	
Reallocation Explanation	
Post-Secondary Required Activities	\$27,815.37
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$29,206.14
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$29,206.14

Goal 3 Objectives 3	
Use of Funds*	R5 Professional Development
Strategies	
3.3 To provide full access and success to all non-traditional students, and Single Parent/Displaced Homemakers (SP/DH)	
Outcomes	
3.3.1 Provide CTE staff training to work with non-traditional students with outreach, assessment, counseling, academic advising, peer-tutoring, career planning through the Center for Student Development.	
Measures	
3.3.1.1. Provide a minimum of 1 Professional Development staff training session will be held focusing on non-traditional student participation in CTE courses.	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,100.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,100.00

Goal 3 Objectives 4	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, P3 Work-Based Experiences, P10 Student Transition
Strategies	
3.4. Provide assistance for W/E Disadvantaged to the 4 southern members of the consortium.	
Outcomes	
3.4.1 Provide additional .2FTE to the Duluth W/E Disadvantaged program due to growing enrollment.	
3.4.2 Provide remote services to member schools Esko, Proctor, Hermantown as can be handled by the program	
Measures	
3.4.1.1 A minimum of 60 students in Duluth will participate in the W/E program through our Area Learning Center and Academy of Excellence Online School	
3.4.1.2 Program will develop an online/digital format that can be shared with all consortium members in the future.	
3.4.1.2 Instructor will also assist in the development of a minimum of 3 Apprenticeship programs for CTE programs in the southern region of the consortium.	
3.4.2.1 A maximum of 30 students from southern schools of Proctor, Hermantown, Esko will be allowed to pilot in the remote program.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$7,477.78
Secondary Reserve	\$13,487.68
Secondary Total	\$22,013.76
Total	\$22,013.76

Goal 3 Objectives 5

Use of Funds* R1 Academic Integration , R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration

Strategies

3.5 Provide professional development for postsecondary and secondary CTE teachers on integrating MN math standards into CTE courses.

Outcomes

3.5.1 Teachers will be provided 1 Full day sub and travel to attend conference

3.5.2 Lake Superior College will provide all materials and speaker fees

3.5.3 Possible use of Reallocation money for second training in winter.

Measures

3.5.1.1 A minimum of 25 CTE teachers from secondary and postsecondary level will attend

3.5.1.2 A minimum of 12 math instructors from secondary and postsecondary level will attend

3.5.1.2 A minimum of 4 career fields will be represented

3.5.3.1 Teachers will develop and incorporate base set math skills applied in their content area in collaboration with math instructors

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,200.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,260.00
Total	\$1,260.00

Goal 3 Objectives 6

Use of Funds* R2 Programs of Study, R9 Special Populations, P4 Additional Special Populations

Strategies

3.6 Provide .2 FTE for continuation of our "All-Girls" initiative to one member school

Outcomes

3.6.1 Program will be offered to a specific gender viewed as non-traditional in Industrial Trades career field.

Measures

3.6.1.1 A minimum of 8 non-traditional status will be enrolled in the class

3.6.1.2 Future sections of the course will be provided by the district

3.6.1.3 At least 8 students from all districts that have offered the initiative program will become concentrators

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$4,560.00
Secondary Reserve	\$0.00
Secondary Total	\$4,788.00
Total	\$4,788.00

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

The consortium will provide for a continuum of services through a number of activities, including the use of MCIS, Navience, TEAS testing, academic counseling and tutoring for LSC CTE students, use of ACCUPLACER for secondary and post-secondary students, and student attendance at CTE events. Career guidance materials will be made available to secondary schools and LSC to enhance student transitions. We will also continue providing Interviewstream for post-secondary students to work on improving soft job skills and interview best practices. LSC has worked diligently on working with Customized Training, Adult Basic Education, SOAR, and the Duluth Workforce Center to develop programs and cohorts for regionally underemployed and displaced workers. As consortium, we also will continue work with apprenticeship unions by hosting Construct Tomorrow and working with their leadership boards such as Duluth Builder Exchange, AMFA, Workforce Development Board and other interested industry partners.

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, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, P3 Work-Based Experiences, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading, R1 Academic Integration
Strategies	
4.1 To ensure transitioning CTE students are knowledgeable of CTE program requirements and their program admission status the consortium will provide specific support to our two RPOS in the consortium.	
Outcomes	
4.1.1 Provide curriculum support for Industry required materials	
4.1.2 Provide Contract for Services above and beyond academic school day for clinicals, apprenticeships, and professional industry site visits.	
4.1.3 Provide specific support for supplies, equipment, travel needed to maintain national and state industry standards.	
4.1.4 Student Services provides CTE applicants and students with information on program requirements, the receipt of needed program admission documents, and program acceptance or waiting list status; or provide direct assistance to workforce and apprenticeship programs after secondary/postsecondary programs.	
Measures	
4.1.1.1 Programs will maintain National and State RPOS status	
4.1.2.1 A minimum of 70 students will gain hands-on work experience and/or exposure in Health Occupations and Automotive Technician	
4.1.2.2 A minimum of 100 students will participate in the RPOS.	
4.1.3.1 Instructors will participate and attend at least 2 industry and/or regional professional development opportunities	
4.1.3.2 Instructors will actively promote their CTSO's and ties to postsecondary programs	
4.1.4.1 A minimum of 300 new applicants/students will receive up-to-date information on their Program Readiness status.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$7,988.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,062.40
Total	\$12,062.40
Goal 4 Objectives 2	
Use of Funds*	R5 Professional Development , R10 Collaboration, P2 Counseling
Strategies	
4.2 To provide learning opportunities for Consortium Students who are transitioning to work or education.	
Outcomes	
4.2.1. Identify businesses/community organizations for work-based learning sites to enhance opportunities for employment and continued education.	
4.2.2. Provide Career Exploration field trips in various program areas.	
4.2.3 Provide training to counselors and teachers on transitional opportunities	
Measures	
4.2.1.1. CTE Career Exploration Field Trips (High School)	
4.2.2.1. A minimum of 8 POS will attend CTE College for a Day Exploration Field Trips	
4.2.2.2. Student Expo/Events Expenses such as Construct Tomorrow and Safety Expo (Perkins Portion: paper, copying, printing, food, mailings, mileage)	
4.2.3.1 Train at least 15 secondary counselors on CTE transitions and trends in the workforce	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,000.00
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	\$2,100.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$1,750.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,837.50
Total	\$3,937.50

Goal 4 Objectives 3

Use of Funds* R1 Academic Integration , R10 Collaboration, P2 Counseling, P10 Student Transition

Strategies

4.3 Provide member schools career planning assistance for all students.

Outcomes

4.3.1 Purchase through MNSCU access to MCIS site licenses and testing packages for member schools Duluth: East, Denfeld, Residentials; Esko, Proctor, Hermtown, Two Harbors, William Kelley

4.3.2 Purchase the career planning software license Naviance for Cook County School District.

Measures

4.3.1.1 Each site will have at least 60% site usage by high school students and career planning.

4.3.1.2 Each site will have at least 1 member of staff trained on how to effectively use the platform

4.3.1.3 A minimum of 2000 students will have functioning accounts

4.3.1.4 Each site will report usage to consortium in order to evaluate effectiveness of program.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$15,413.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,183.65
Total	\$16,183.65

Goal 4 Objectives 4

Use of Funds* R5 Professional Development

Strategies

4.4 CTE/Perkins staff will stay up-to date on state called meetings, POS and industry standards.

Outcomes

4.4.1 Professional Development activities will be provided to Consortium staff and faculty.

Measures

4.4.1.1 CTE/Perkins staff provided travel opportunities to attend a minimum of 3 state called meetings.

Reallocation Explanation

Post-Secondary Required Activities	\$1,500.00
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	\$1,575.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,575.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The consortium will continue to focus on collaboration involving all pertinent stakeholders. Each advisory committee will meet a minimum of twice per year to address operational issues and the budget. Membership will include a cross representative group involving education, business/industry, and other pertinent agencies. The agenda will include all required activities, especially development and improvement of existing CTE programs/classes and POS and utilization of data.

As a consortium, we have experienced great improvement in transparency, collaboration, and collective responsibility. Our leadership team has worked diligently to foster buy-in and active participation in grant and consortium priorities. Next year, the secondary side will host a day long professional development on how to write program approvals for each site in order to create common programs and evaluate at the site level programs to expand and which programs to eliminate or contract.

Our consortium set as its 2016-17 priorities: RPOS development in Industrial Trades and Health Occupations. Our POS focus is on supporting business and marketing programs as well as expanding our hospitality programs to meet industry standards. We also set a goal to update and create a functioning articulation framework with LSC and other MNSCU schools due to lack of up-to-date paperwork. The consortium will continue the approach used for the past few years. Workshops will be held with secondary and postsecondary teachers interacting with local professionals in the career field. These sessions allow for discussion of career skill development from the secondary level to the post-secondary level as well as into employment from secondary and postsecondary programs. In addition the consortium will continue collaborative events and tours of LSC's CTE programs by high school students. Plus, CTE programs at the consortium high schools will continue to be available to other consortium high school students.

Leadership has committed itself to outreach. The post-secondary coordinator has made a goal of presenting about CTE to each member school's board during the summer months. He has also made huge efforts in expanding articulations and collaborations with schools outside our consortium in areas of study not in conflict with other MNSCU host sites. On the secondary side, work has been done to define job roles and duties for the liaison and secondary coordinator positions as well as co-managing the secondary finance for all secondary sites. Currently the 2 leadership positions serve on local industry and job boards such as AMFA, WFD, MACTA, MDE, and local industry sub-committees in healthcare and hospitality. To date, our leadership team is working on frameworks for a presentation on Women in the Trades at the CTEWorks conference in the fall.

Fiscal agency/financial considerations: LSC is the postsecondary fiscal agent and Duluth Public Schools the secondary fiscal agent. Financial decisions are made by the governance board. Leadership has only recommendation status.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R8 Size/Scope/Quality, R10 Collaboration, P6 Mentoring/Support Services
Strategies	
5.1 To further student and faculty awareness of CTE careers and the interrelationship between general education and technical education	
Outcomes	
5.1.1. The Consortium leadership will offer a training day in the fall for All members to develop and create each district's Programs Approval documents for submission	
5.1.2 The Consortium will cover all travel and sub costs associated with this event	
5.1.3 The Consortium will provide leadership development time for active members who wish to assist in FY18 grant priorities and writing process.	
Measures	
5.1.1.1. At least 1 member from each district will be represented at the Program Approval Workshop.	
5.1.2.1 Consortium will cover sub cost for a maximum of 30 teachers to attend the Program Approval Workshop	
5.1.3.1 A minimum of 5 teachers and 2 administrators will participate in the Leadership Development program to learn how to and assist in the writing of the FY18 Perkins Grant Application.	
5.1.3.2 The Leadership Group will create a minimum of 4 priorities and recommendations for the Consortium board to approve at the spring approval meeting	
5.1.3.3 Leadership group will assist leadership in evaluating and vetting mini-grant applications and recommendations for board approval.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,200.00
Secondary Permissible Activities	\$4,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$260.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$5,460.00
Total	\$5,460.00
Goal 5 Objectives 2	
Use of Funds*	R5 Professional Development , R10 Collaboration
Strategies	
5.2 Provide leadership for the consortium as a whole encompassing Duluth, rural schools, and Lake Superior College	
Outcomes	
5.2.1. Conduct regular meetings within the Consortium to further collaborative efforts and sustain the Consortium.	
5.2.2. Provide support and legal responsibilities that is aligned with the goals and objectives outlined by the Consortium, State and Federal guidelines.	
5.2.3. Serve as trainer, site coordinators, and program approvers for the Consortium	
5.2.4. Promote Consortium to industry, government, and local affiliates.	
Measures	
5.2.1.1. Four Consortium meetings will be organized and led by leadership with staff and/or board members.	
5.2.1.2. Leadership will attend 3 state-wide Perkins meetings.	
5.2.1.3. Consortium Coordination in terms of creating goals, agendas, and creating priority ideas for board approval	
5.2.2.1. Leadership will stay up to date on Federal and State expectations through webinar and/or other training offered by MNSCU, MACTA, MDE, MNACTE, or ACTE.	
5.2.2.2 Leadership will distribute when necessary updates on legislation, licensing, POS approval, and other information to member schools, teachers, and district leadership.	
5.2.3.1 Leadership will offer a minimum of 2 professional development opportunities for all member schools and staff	
5.2.3.2 Leadership will meet at a minimum biweekly to update and maintain the grant and its goals.	
5.2.4.1 Leadership will serve/participate on various boards and/or organizations and events: AMFA, WFD, NEMOJT, DEED, Northeast STEM Alliance, MACTA, ACTE.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$83,644.94
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$4,182.24
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$87,827.18
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$800.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$40.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$840.00
Total	\$88,667.18

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$15,248.66
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$6,869.55

Verification

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

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$36,803.73	\$0.00	\$30,363.93	\$0.00	\$0.00	\$70,526.05	\$11,495.54	\$43,771.60	\$8,500.00	\$0.00	\$0.00	\$66,955.47	\$137,481.52

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$87,080.00	\$0.00	\$0.00	\$0.00	\$0.00	\$91,434.00	\$9,947.31	\$2,129.91	\$0.00	\$0.00	\$0.00	\$12,689.59	\$104,123.59

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$63,580.51	\$0.00	\$0.00	\$0.00	\$0.00	\$66,759.54	\$1,200.00	\$12,037.78	\$13,487.68	\$0.00	\$0.00	\$28,061.76	\$94,821.30

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 Total	\$3,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,675.00	\$3,500.00	\$25,151.00	\$0.00	\$0.00	\$0.00	\$30,083.55	\$33,758.55

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 Total	\$83,644.94	\$0.00	\$0.00	\$0.00	\$0.00	\$87,827.18	\$1,200.00	\$4,800.00	\$0.00	\$0.00	\$0.00	\$6,300.00	\$94,127.18

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	\$274,609.18	\$0.00	\$30,363.93	\$0.00	\$0.00	\$320,221.77	\$27,342.85	\$87,890.29	\$21,987.68	\$0.00	\$0.00	\$144,090.37	\$464,312.14

Secondary Budget Details

Description	File Name	File Size
Final FY17 Supplementary Grant	Final Secondary-Budget-Supplemental-Sheet FY17.xlsx	83 KB
Final Adjusted FY17 budget	Final Secondary-Budget-Supplemental-Sheet FY17.xlsx	83 KB
Final Negotiated budget with Administrative adjustments completed on July 25	Negotiated FinalSecondary-Budget-Supplemental-SheetFY17-July 25.xlsx	84 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,100.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$4,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$4,080.00
Totals	\$9,180.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1P1 – Technical Skill attainment
Action Steps to improve the performance	
The Consortium recognizes the target of 83.30% and an actual of 74.21% for a variance of 9.09%	
Resources Needed*	Training, Community and School Buy-In, Legislation
Timeline*	On-going
Person(s) Responsible*	Liaison, Coordinators, Instructors
How will progress be documented?*	The consortium will evaluate enrollment data with various MDE data sources.
Sub-populations or groups where gap exists:*	Too few data points to determine sub-groups at this point. Very low in Male, ethnic minority, Individual with disabilities, and economically disadvantaged.
Describe any contextual factors that might contribute to this gap:*	Growing workforce needs and good job market has led to several groups to exit early from school to gain quality employment
Further Information	
LSC will work with faculty to provide additional Skill Testing. Applied Health and Nursing will give each student interested in the field the TEAS test which will identify strengths and weaknesses.	
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	
The Consortium recognizes the target of 16.50% and an actual of 12.59% for a variance of 3.91%. Though Work Force Development and the economy has an impact on competition the college believes that we can improve on these numbers and will continue to use previous year's plan to improve. Lake Superior College will continue to provide tutoring support and develop peer tutoring embedded in specific technical courses. An in-service on nontraditional student participation/completion will be given for Consortium Counselors, CTE staff, and administrators. Continue to work with the Inter-Cultural Center to provide support to achieve a higher nontraditional completion rate. The Consortium will work with MDE and MnSCU to request and arrange for technical support. Arrange for technical support to develop timelines and resources for plan. Provide professional development focused on recruitment and retention of non-traditional students. The Consortium will identify resources and interventions appropriate for this plan. The Consortium will develop promotional materials targeting non-traditional students with a goal of increasing completion rates. In the school year 2016-17 LSC will have a call center to follow-up with students with the intent to increase the retention of students.	
Resources Needed*	Money, Time and Trainers
Timeline*	On-going
Person(s) Responsible*	Liaison, Administration and Instructors
How will progress be documented?*	Training reports, survey of student results, negotiated performance levels improvement
Sub-populations or groups where gap exists:*	Efforts will be made to recruit and retain students in all sub-groups (American Indian, Asian, White and Hispanic). In addition individual's with disabilities and economically disadvantaged students will be recruited and retained.
Describe any contextual factors that might contribute to this gap:*	Review and analyze data and reporting systems for accountability
Further Information	
Providing tutoring and mentoring to work towards non-traditional program completion. The Intercultural Center, TRIO, Student Services and staff will identify and support non-traditional students.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	6S1 – Nontraditional participation
Action Steps to improve the performance	
–Work with member schools guidance staff on promotion of CTE for all non-traditional students	
–Work with Workforce Development Centers on development of better career exposure for non-traditional students	
–Work with data personal at member schools to ensure proper reporting	
–Better exposure for students to see non-traditional workers thriving in the industry.	
Resources Needed*	Training, Community and School Buy-In, Legislation
Timeline*	Ongoing
Person(s) Responsible*	Sites, Liaisons, Administration, and Instructors
How will progress be documented?*	

	The consortium will evaluate enrollment data with various MDE data sources. Continued monitoring of districts' self-sustaining program after initial offering.
Sub-populations or groups where gap exists:*	Too few data points to determine sub-groups at this point. Very low in Male, ethnic minority, Individual with disabilities, and economically disadvantaged.
Describe any contextual factors that might contribute to this gap:*	Scheduling of students into "all-gender" sections is difficult to offer students the next level beyond participant status.
Further Information	
Our consortium is a victim of its own initiative in this indicator. The past 3 years we have piloted "all-girl" shop/Industrial Trades programs. These have met with great success. To the point where our female and male non-traditional participation is up to 268 and the genders are almost equal now 136 male and 132 female. This comes with having our region offer mostly traditional male programs. This has also led to 57.14% of our female enrollees being in non-traditional programs. That and our large male enrollments skew these results.	
The success of this program cannot be understated. To date, every school district (Esko, Two Harbors, Cook County) that has had the pilot has seen enrollment numbers grow after the first year to have each district fund the program the following year. Due to a teacher leaving mid-year this academic year, Cook County had to suspend it's section of "all-girls shop" but has reapplied and will run it again next year with a new instructor. Duluth Public Schools and Proctor are currently on the list for future years to pilot the program in either engineering or construction trades.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 4	
Indicator Number (i.e. 1S1 or 2P1)*	6S2 – Nontraditional completion
Action Steps to improve the performance	
<ul style="list-style-type: none"> –Work with member schools guidance staff on promotion of CTE for all non-traditional students. –Utilize success of current "all girl" programs and work with instructors to help those students enroll in the upper level course work –Work with Workforce Development Centers on development of better career exposure for non-traditional students –Attempt to set up work experiences/shadows for non-traditional students with their gender or race or status. –Work with data personal at member schools to ensure proper reporting –Better exposure for students to see non-traditional workers thriving in the industry. 	
Resources Needed*	Training, Community and School Buy-In, Legislation
Timeline*	Ongoing
Person(s) Responsible*	Liaisons, Administration and Instructors
How will progress be documented?*	The Consortium will track enrollments in the nontraditional courses as well as continue promotional efforts to showcase student successes in these programs.
Sub-populations or groups where gap exists:*	Too few data points for valid analysis. The Consortium was not able to locate the exact groupings of the completers to track where the gaps existed versus the participants
Describe any contextual factors that might contribute to this gap:*	Lack of open scheduling time for such courses. District justifying course with such small enrollment numbers. Getting nontraditional students comfortable with traditional students at the higher levels of learning.
Further Information	
Our consortium is a victim of its own initiative in this indicator. The past 3 years we have piloted "all-girl" shop/Industrial Trades programs. These have met with great success. To the point where our female and male non-traditional participation is up to 268 and the genders are almost equal now 136 male and 132 female. This comes with having our region offer mostly traditional male programs. This has also led to 57.14% of our female enrollees being in non-traditional programs. That and our large male enrollments skew these results. Another aspect that is difficult for our consortium is getting secondary students to the 240 hour requirement for completer status. The average course in our schools ranges from 45-55 minutes. This means that if a student enrolls in 2 levels of a program and completes both they are still not completer status. For a student, and much less a non-traditional student to have to enroll in a program for the duration of 2 academic years to reach this status is often difficult in our smaller schools.	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	83.3
Actual Performance:	74.21

General strategies planned to improve performance:

The Consortium recognizes the target as 83.30% with an actual of 74.21% a 9.09% variance. As stated in the previous year's report errors and problems with the system are being addressed such as the problems with reporting Secondary Medical successes in testing. Secondary Medical students take their TSA at LSC which causes a reporting problem. The results are captured and reported at the post-secondary level, which may result in a lower score for Postsecondary Skill Attainment. Lake Superior College will continue to provide support through LSC's Tutoring Center, Disabilities Center and Intercultural Center (Open to all students). Technical skills assessment is currently offered through the nursing, radiography license, electrical construction technology, automotive technology and collision repair at the post-secondary level. For the 2016-2017 year a review of existing assessment options of CTE programs will be conducted for potential TSA implementation. Technical assistance will be requested of MDE and MnSCU for the development of additional TSA opportunities.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met: 2P1 – Credential, certificate, or degree

Negotiated Performance: 56.29

Actual Performance: 52.78

General strategies planned to improve performance:

The Consortium recognizes the target of 56.29% with an actual of 52.78% for a variance of 3.51%. Due to work force needs students at LSC may be leaving early for jobs as the economy improves. For example, in Machining and Welding the majority of students have work before completing the course/program. State budget cuts at the college have been tough on the total climate in College. Creating needs in Administration, staffing, advising and mental health support. LSC is finding more students who are forced to enroll in a college in order to keep their funding. The consortium will provide professional develop for LSC advising staff in non-traditional participation/completion and Industrial/Technology opportunities. The Consortium will work with MNSCU for technical advisement. LSC is developing a call center from student service offices for student follow-up by our support staff.

Use student and program assessment data to improve indicator performance. Assess and analyze attainment of Core Indicators of performance. Assess and analyze student numbers and trends (enrollment, completion, placement, etc.). Develop program strategic improvement plan based upon assessments.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met: 3P1 – Student retention or transfer

Negotiated Performance: 29.88

Actual Performance: 27.18

General strategies planned to improve performance:

The Consortium recognizes the target of 29.88% with an actual of 27.18% for a variance of 2.7%. State budget cuts at the college have been difficult at LSC. Many positions go unfilled or are covered by existing support staff members. LSC developed a call center from student service offices for student follow-up by our support staff. In addition LSC continues to work with colleges and our students providing them the necessary information and guidance in making career choices and transfers, to finish degree programs at college. Intentional advising models are being developed to help students. TRIO has been instrumental in helping with retention and transfer.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met: 4S1 – Student graduation rate

Negotiated Performance: 94.94

Actual Performance: 91.14

General strategies planned to improve performance:

The Consortium recognizes the target as 94.94% with an actual of 91.14% for a variance of 3.8%. It is important to note that our districts did manage to lower the gap but we will work with high school administrators, school counselors and staff to identify students falling behind at school. Duluth Public Schools are reviewing alternative options and choices to fulfill graduation requirements in an effort to increase the success rate of their students. The Consortium as a whole is implementing various four and five year transition plans to increase graduation rates.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met: 5P1 – Nontraditional participation

Negotiated Performance: 18.58

Actual Performance: 17.95

General strategies planned to improve performance:

The Consortium recognizes the target of 18.58% with an actual of 17.95% for a variance of .63%. During the 2015-16 school year the Consortium paid for an all-girl's shop class at Esko High School. Eleven girls took this semester long class and next year Esko will pay for its own all girls shop class. During the 2016-17 school year the Consortium will establish all girl's shop classes in Cook County. The intent is to expose non-traditional students to career options they may pursue as post-secondary students.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met: 5P2 – Nontraditional completion

Negotiated Performance: 16.5

Actual Performance: 12.59

General strategies planned to improve performance:

The Consortium recognizes the target of 16.50% and an actual of 12.59% for a variance of 3.91%. Though Work Force Development and the economy has an impact on competition the college believes that we can improve on these numbers and will continue to use previous year's plan to improve. Lake Superior College will continue to provide tutoring support and develop peer tutoring embedded in specific technical courses. An in-service on nontraditional student participation/completion will be given for Consortium Counselors, CTE staff, and administrators. Continue to work with the Inter-Cultural Center to provide support to achieve a higher nontraditional completion rate. The Consortium will work with MDE and MnSCU to request and arrange for technical support. Arrange for technical support to develop timelines and resources for plan. Provide professional development focused on recruitment and retention of non-traditional students. The Consortium will identify resources and interventions appropriate for this plan. The Consortium will develop promotional materials targeting non-traditional students with a goal of increasing completion rates. In the school year 2016-17 LSC will continue to have a call center to follow-up with students with the intent to increase the retention of students.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met: 6S1 – Nontraditional participation

Negotiated Performance: 33.19

Actual Performance:	23.95
General strategies planned to improve performance:	
<p>The Consortium recognizes that the negotiated target of 33.19% and the actual of 23.95% for a variance of 9.24%. That being said, as a consortium we improved by 8.62% from last year's 17.86% shortcomings. So, we feel in general we are on the right track for growth. The Consortium plan is to continue piloting the "all-girl" model for industrial trades programs by rotating to last remaining schools who want to pursue the program. The Consortium also recognizes there might be data reporting errors in member districts and we are committed to making sure districts are reporting information and student data correctly.</p> <p>There has been also other discussions about offering "all-male" offerings in health care and CNA courses, but to date that is not set in stone.</p>	
Comments or context for actual performance (optional):	
<p>Our consortium is a victim of its own initiative in this indicator. The past 3 years we have piloted "all-girl" shop/Industrial Trades programs. These have met with great success. To the point where our female and male non-traditional participation is up to 268 and the genders are almost equal now 136 male and 132 female. This comes with having our region offer mostly traditional male programs. This has also led to 57.14% of our female enrollees being in non-traditional programs. That and our large male enrollments skew these results.</p> <p>It is also important to note that in all schools that have piloted the program each is now offering the nontraditional program funded through the individual site and enrollments are growing in each section.</p>	
Improvement Report 8	
Indicator Not Met:	6S2 – Nontraditional completion
Negotiated Performance:	10.00
Actual Performance:	5.41
General strategies planned to improve performance:	
<p>The Consortium recognizes the target of 10.00% and the actual of 5.41%. The Consortium plan has dealt with restrictive scheduling due to ever-increasing requirements from other areas which do not allow as much flexibility in student's schedules. The goal is to continue promotion and public relations about CTE's viability in today's workforce; work with local Workforce Development Board and Center in career counseling services; expanding work/experience throughout the consortium. The Consortium will also look at models to get our high number of non-traditional students participating and getting them to enroll in the next course sequence to work towards that completion status.</p> <p>Some programs are not available to students due to budget restrictions and length of school day; thus, impacting the opportunities for non-traditional students. The Consortium will work with MDE to develop timelines and resources of plan. The Consortium plan will include professional development for recruitment and retention of non-traditional students involving counselors, staff and administrators. The Consortium will develop programs to fulfill the completion requirement. Instructional staff will focus on recruitment, retention and completion of non-traditional students. Lake Superior College's Inter-cultural coordinator will present and promote non-traditional participation with the High Schools. The Consortium will develop promotional materials targeting non-traditional students with a goal of increasing completion rates.</p>	
Comments or context for actual performance (optional):	
<p>Our consortium is a victim of its own initiative in this indicator. The past 3 years we have piloted "all-girl" shop/Industrial Trades programs. These have met with great success. To the point where our female and male non-traditional participation is up to 268 and the genders are almost equal now 136 male and 132 female. This comes with having our region offer mostly traditional male programs. This has also led to 57.14% of our female enrollees being in non-traditional programs. That and our large male enrollments skew these results. Another aspect that is difficult for our consortium is getting secondary students to the 240 hour requirement for completer status. The average course in our schools ranges from 45-55 minutes. This means that if a student enrolls in 2 levels of a program and completes both they are still not completer status. For a student, and much less a non-traditional student to have to enroll in a program for the duration of 2 academic years to reach this status is often difficult in our smaller schools.</p> <p>It is also important to note that courses that typically can take larger student groups such as administrative support, business and marketing, and accounting are struggling to sustain or grow in our region. This adversely affects our ability for larger number improvements.</p>	

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Facility and Mobile Equipment Maintenance
RPOS submitted with 10 components	RPOS Denfeld.pdf

Programs of Study

Programs of Study 1	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Information Support and Services
In which CTE Program?	Administrative Support Occupations
At which High School? College?	LSC, Cook County, Silver Bay, Two Harbors, Duluth East, Duluth Denfeld, Hermantown, Proctor, Esko
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of school year or end of course
Programs of Study 2	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Production
In which CTE Program?	Manufacturing Technology Occupations
At which High School? College?	LSC, Cook County, Silver Bay, Two Harbors, Duluth East, Duluth Denfeld, Hermantown, Proctor, Esko
State-Approved Secondary Assessments	NOCTI - Manufacturing Technology

State-Approved Postsecondary Assessments	NOCTI - Manufacturing Technology
In which course (use course code) or at what time in the program?	
Programs of Study 3	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Mechanics
At which High School? College?	Duluth Denfeld and Lake Superior College
State-Approved Secondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Automobile - Auto Service Technology
State-Approved Postsecondary Assessments	NOCTI - Automotive Technician - Core
In which course (use course code) or at what time in the program?	Spring for both Secondary and Postsecondary studen
Programs of Study 4	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	
At which High School? College?	Duluth East, Duluth Denfeld, Esko and Lake Superior College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	When students complete program before exiting
Programs of Study 5	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Natural Resources Systems
In which CTE Program?	
At which High School? College?	Duluth East, Duluth Denfeld, and Silver Bay
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	
Programs of Study 6	
Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	
At which High School? College?	Duluth East, Duluth Denfeld, Cook County and Proctor
State-Approved Secondary Assessments	Prostart/ Food Safety Administration –Servsafe Food Handler Safety Certification
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	
Programs of Study 7	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Management
In which CTE Program?	
At which High School? College?	Duluth Denfeld, Duluth East
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	
Programs of Study 8	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Administrative Support Occupations
At which High School? College?	Esko, LSC, Duluth East, Duluth Denfeld
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	NOCTI - Accounting -Advanced

In which course (use course code) or at what time in the program?	
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Programs of Study 9	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Diagnostic Services
In which CTE Program?	Health Sciences & Technology Education
At which High School? College?	Duluth East, Duluth Denfeld and Lake Superior College
State-Approved Secondary Assessments	NOCTI - Nursing Assisting
State-Approved Postsecondary Assessments	American Society for Clinical Pathology (ASCP)—Medical Laboratory Technician Examination
In which course (use course code) or at what time in the program?	

Programs of Study 10	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Occupations General
At which High School? College?	LSC, Cook County, Silver Bay, Two Harbors, Duluth East, Duluth Denfeld, Hermantown, Proctor, Esko
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Architectural Drafting
State-Approved Postsecondary Assessments	SkillsUSA Work Force Ready System - Architectural Drafting
In which course (use course code) or at what time in the program?	

Programs of Study 11	
Career Fields	Arts, Communication & Information Systems
Career Clusters	
Career Pathways	Network Systems
In which CTE Program?	Administrative Support Occupations
At which High School? College?	Lake Superior College
State-Approved Secondary Assessments	Cisco - Certified Entry Networking Technician (CCENT)
State-Approved Postsecondary Assessments	Cisco - Interconnecting Cisco Networking Devices 1 (ICND1) (CCNA)
In which course (use course code) or at what time in the program?	Completion of CISCO I and II

Programs of Study 12	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Information Support and Services
In which CTE Program?	Administrative Support Occupations
At which High School? College?	Lake Superior College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

Programs of Study 13	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	
At which High School? College?	Duluth East, Duluth Denfeld, Silver Bay
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

Programs of Study 14	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Arts, Audio/Video Technology and Communications
Career Pathways	Printing Technology
In which CTE Program?	
At which High School? College?	Duluth East, Duluth Denfeld
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

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:* \$15,000.00

Post-Secondary

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

Coordinator Budget:* \$53,644.94

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Jim Schwarzbauer	Lake Superior College Coordinator		\$53,644.94	Carl Perkin job description.docx
Brad Vieths	High School Coordinator	397788	\$15,000.00	high school job description.docx
Carl Crawford	Intercultural Center Coordinator		\$27,815.37	Intercultural Center Coordinator.docx
Georgia Robillard	Disabilities Services Coordinator		\$28,765.14	Disabilities service coordinator.docx
TBD	Industrial Technology Teacher		\$4,560.00	All_Girls Job Description.docx
TBD	Certified Lab Assistant I		\$37,500.00	TLA I Job Description.docx
Marilyn Slattengren	CNA Instructor		\$13,340.00	Marilyn Slattengren Job Description.docx
Mike Zwak	Work Experience Transition	298700	\$20,966.00	Mike Zwak job description.docx
Rich Sill	Rural Liaison		\$15,000.00	Rich Sill Job Description.docx
TBD	LSC Lab Assistant for Duluth CNA Clinical		\$4,000.00	CLA CNA I Job Description.docx
Tyler Holmstad	Industrial Trades Instructor	402693	\$8,500.00	Small Engine Pilot Job Description.docx
			\$229,091.45	