



Grant Details

01590 - FY17 Perkins IV Application

02011 - FY17 Lakes Country/MState Consortium Perkins Application
Perkins IV Consortium

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Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
01649 - 01	Annual Performance Report			-	Editing

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Detroit Lakes Public Schools	01 public school district	22
Frazer Vergas Public Schools	01 public school district	23
Barnesville Public Schools	01 public school district	146
Hawley Public Schools	01 public school district	150
Moorhead Area Public Schools	01 public school district	152
Ashby Public Schools	01 public school district	261
Herman-Norcross Public Schools	01 public school district	264
Battle Lake Public Schools	01 public school district	542
Fergus Falls Public Schools	01 public school district	544
Pelican Rapids Public Schools	01 public school district	548
Perham-Dent Public Schools	01 public school district	549
Underwood Public Schools	01 public school district	550
New York Mills Public Schools	01 public school district	553
Hancock Public Schools	01 public school district	768
Morris Area Public Schools	01 public school district	2769
Chokio-Alberta Public Schools	01 public school district	771
Wheaton Public Schools	01 public school district	802
Breckenridge Public Schools	01 public school district	846
Rothsay Public Schools	01 public school district	850
Campbell Tintah Public Schools	01 public school district	852
Ulen-Hitterdal Public Schools	01 public school district	914
Lakes Country Service Cooperative	83 service cooperative	926
Fergus Falls Area Special Education Cooperative	52 special education cooperative	935
Dilworth-Glyndon-Felton Public Schools	01 public school district	2164
West Central Area Schools	01 public school district	2342
Clinton-Graceville-Beardsley Public Schools	01 public school district	2888
Lake Park-Audubon Public Schools	01 public school district	2889
Minnesota State Community and Technical College		

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)

Career and technical education programming is carried out at both the secondary and postsecondary levels by two Perkins Coordinators under contracts for services that are in accordance with the approved plan. The coordination duties include the organization and implementation of strategies included in the FY17 Consortium Plan, reporting, and documentation requirements. Programs and services address and meet the five goal areas with appropriate objectives, strategies, outcomes, and measures. This plan includes the integration of topics required for inclusion and the documentation of the use of funds received for required activities in each goal section.

The CTE programs in our consortium are facing many challenges. Challenges at the secondary vary from hiring appropriately licensed CTE faculty as more and more incumbent faculty retire to just being able to maintain equipment expectations of business and industry on a declining Perkins allocation. At the postsecondary, student enrollment in postsecondary programs continue to show decline for many reasons, but in large part due to business & industry hiring and training workers before they even have an opportunity to enter formal education. In response, our consortium is working hard to support the schools in a variety of ways, including, but not limited to:

1. Providing guidance assistance on licensure for secondary administrators and instructors. The secondary coordinator is well engaged with MDE licensing and the Board of Teaching with both licensure via portfolio as well as BoT program approval.
2. The consortium as a whole is working to better connect secondary and postsecondary faculty so any potential change at one level will be consulted at both levels. Our ultimate goal is that secondary and postsecondary faculty members will be so interconnected, both faculty from institutions feel comfortable in each others' facilities.
3. Unfortunately, secondary and postsecondary CTE programs close for a variety of reasons. Postsecondary programs must operate in a highly efficient manner, given that institutions are now not state supported, but just state assisted. When programs must close, consortium leadership engages in planning for how those students can still be provided opportunities in other venues.
4. Because the regional perspective both secondary and postsecondary consortium leaders have, we are well positioned to be able to engage in partnerships that are beneficial for the entire consortium and, because of that, conversations about CTE programming has emerged in the forefront of MANY conversations that historically have not happened.

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)

All career and technical education activities supported by Perkins funds are designed and delivered with the goal of meeting state and local adjusted levels of performance. All career and technical education activities supported by Perkins funds will be in accordance with the approved Perkins plan. Levels of performance that are identified by state data as not attained in FY16 will be addressed in Improvement Plans and Reports and integrated into existing approved strategies. At the secondary level there is one target: Student Graduation Rates. With respect to how this will be accomplished, one example at the secondary level can be found within the Improvement Plan for secondary which includes working with member districts to improve the quality of CTE program and course data submission. At the postsecondary level there are two targets: Credential, Certificate or Degree & Student Placement. One example of how this will be accomplished at the postsecondary level is through increased emphasis and support for all placement related activities and strategies. (Jill - note - which areas need plans and/or reports)

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)

CTE programs serving students at the secondary level hold state program approval that addresses number and sequencing of courses, rigorous curriculum content, and appropriate standards. Local districts assure that CTE programs serving students at the secondary level are taught to the consistent challenging academic standards. CTE programs serving students at the postsecondary level are approved by the Academic Affairs and Standards Council, the College, and MnSCU. Many postsecondary CTE programs also have to meet programmatic accreditation standards and/or standards to allow students to sit for industry certification exams as well; this also ensures rigor. These approval processes assure that CTE students have access to the courses required in their curriculum, and that the students must meet the academic standards of the College, MnSCU, and unique program requirements.

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)

CTE students are provided with strong experience in, and understanding of, all aspects of the industry as the result of CTE program advisory committee representation and action, work-based learning activities, certification/exam preparation and study, internships, practicums, clinicals, capstone experiences, field experiences, on the job trainings, laboratories, field trips, student organization governance and operation, equipment gifting and acquisition, business and industry partnerships, college foundation support and funding of instructional equipment and student scholarships, program and specific industry standards for ethical behavior, workplace safety, hazardous materials or substances, client protection, confidentiality, legal requirements, etc.

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)

Professional development experiences at the secondary level are developed and implemented with the consideration of Perkins performance data and areas for improvement based on negotiated performance levels, which include challenging standards delivered with rigorous content. Additionally they will reflect local and state professional development required content for relicensure. For postsecondary CTE faculty, professional development experiences are designed in accordance with MnSCU Policy 3.32

which address expectations for faculty to develop annual professional development plans with specific objectives and specific outcomes. For postsecondary CTE staff, professional development experiences must address challenging standards delivered with rigorous content.

In an effort to extend the collaboration between secondary and postsecondary, the consortium is researching and implementing both formal and information opportunities for joint professional development activities between the secondary and postsecondary faculty. This concept has been introduced to both secondary and postsecondary and has been received positively. In the fall of 2016, we will have one joint professional development activity at the beginning of the academic year. In addition, we will begin the planning process for a larger activity to occur in the summer of 2017. We are also exploring a joint secondary/postsecondary experience at the MNACTE Day at the Capitol.

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)

It is quickly becoming apparent that the biggest concern around CTE is faculty recruitment and retention, particularly at the secondary level. Over the past two academic years, there are several cases of CTE programs being eliminated (Rothsay, Breckenridge, Ashby, etc) not because of budgetary constraints, but because there is not an adequate pipeline of instructors to replace existing instructors. This fact, exasperated by the fact that very few (if any) CTE teacher prep programs exist in the state, is creating a HUGE problem. The consortium takes every opportunity to help recruit instructors within business and industry as well as from other disciplines. Unfortunately, the licensure process is prohibitive of some highly trained potential instructors to actually becoming licensed teachers. Until there is a concerted, sustained, and doable effort towards easing licensure requirements and actually having institutions offering coursework, all the recruitment techniques in the world will not suffice.

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)

The LCSC/MState Perkins Consortium shall analyze the data available annually from the state leadership and shall engage in the process as outlined by the state leadership to evaluate student performance and continuously improve programs. In addition to engaging in negotiations for local performance levels with state leadership, the consortium will enhance the locally developed assessment tools and data analysis processes, such as the postsecondary student assessment tool or the secondary state and federal student academic performance requirements and improvement processes.

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 Lakes Country Consortium followed the following steps in identified our RPOS in Accounting:

1. Consortium leadership reviewed regional Labor Market Information (LMI) and compared that to what active, approved programs are in our local schools.
2. Consortium leadership reviewed with all consortium instructors regarding their interest in becoming a RPOS at the fall regional networking meetings.
3. Subsequent to the information gathering in steps one and two, consortium leadership consulted and presented to Accounting faculty in the secondary and postsecondary the concept of the RPOS, and two secondary schools, and three college faculty agreed to move forward.
4. In the spring of the year, the consortium brought together all secondary instructors teaching Accounting for articulated credit and the interested postsecondary Accounting faculty to meet face to face around articulation & RPOS review process.
5. Each secondary instructor was paired up with a postsecondary instructor to review the articulation agreements as well as review their interest in RPOS.
6. From those meetings, the two school districts (Detroit Lakes & Underwood) continued their relationship with the postsecondary faculty and worked together in developing a more consistent RPOS, which was submitted to the state.

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

Goal 1 Narrative:

The Lakes Country Perkins Consortium is in the process of reviewing all existing Programs of Study to better align with reality as well as with what is necessitated by local labor market information. For the past two years, all POS are being scrutinized, reviewed, and updated for resubmission to either the consortium or the state. The initial intent was to have everything completed by the end of FY16, but that is proving to become difficult due to a variety of issues. With that being said, the consortium will continue to clean up POS for FY17 and solidify the plan for the consortia and work with individual school districts to connect the course alignment within their departments as well as connect them to college partners. The programs of study to be focused on will be:

1. Accounting
2. Business Finance
3. Design/Pre-Construction
4. Early Childhood Development & Services
5. Engineering & Technology
6. Transportation Operations
7. Animal Systems
8. Web & Digital Communications

The progress on fully implementing the re-vamped programs of study stalled in FY16 as other urgent priorities took hold. The consortium intends to get back to basics with full implementation in FY17. The proposed process will fluctuate based on the needs of the instructors/faculty members, but, in general, will follow the following timeline:

1. At the fall regional networking meetings, part of the day will focus on bringing all consortium & state-approved programs of study up to date on the mnpos website. At that point, schools that have an interest in moving from consortium-approved to state-approved will be identified. Simultaneously the consortium will continue to work on reviewing and identifying articulation agreements between the secondary and postsecondary. Additionally, the MDE program/course approval process will be introduced as the consortium will be up for re-approval in FY18.

2. Subsequent to identifying those programs to move to state-approved, the consortium will schedule a work day for alignment from both secondary to postsecondary that will include both secondary and postsecondary faculty members. This work will likely happen shortly after the first of the new year.
3. As the POS's are updated, consortium leadership will review and work with individual districts/programs and ready them for submission for state approval. Goal is to have submission no later than May 1, 2017.

Although the process does not seem ambitious, it is due to the fact it is still a major structural change in our consortium. Many consortia members still are under the antiquated notion of continued status quo. Additionally, the goal is to not complete this "task" in isolation, but to tie it to other needs (articulation, program approval) to accomplish several tasks simultaneously.

As mentioned several times, healthcare opportunities for our secondary students is seriously lacking. The labor market information data that is available suggests that healthcare (likely therapeutic services) should easily be one of our Programs of Study, if not an Rigorous Program of Study. The barrier that we, as a consortium, are attempting to overcome is based significantly on teacher licensure and availability. There are no districts in our consortium that has the ability to add an FTE with Health Careers, and even if there was, there is nobody out there to teach it (without using special permissions licensing). This gap between current K-12 practice and the reality of the job market is incredibly difficult to navigate, but we are taking a stab at it. Some suggestions at the state level that may be helpful for our consortium, specifically:

1. Alternative licensure options around health careers, specifically when it comes to CNA-certified instructors. Very rare would be the case that a teacher with the appropriate function code for program approval would also be certified from the MDH to teach the CNA course. That is a huge problem. There has to be an easier, cleaner way to provide instruction without "fudging" the instructor of record on the secondary side. This is also true for a course such as medical terminology, which is an excellent course to introduce students to various healthcare concepts.
2. In most rural schools, any exposure to health careers coursework will not come from a CTE instructor, but rather a health teacher. Unfortunately, because they are not CTE teachers, it is difficult to create a program of study when the major content is being taught by a non-CTE teacher. It really isn't, by definition, a CTE program then. Again, this becomes a licensure issue. The restrictive definition of CTE vs. non-CTE also impedes work on Programs of Study. The definitions of these terms may provide clarity at some levels, but they do not allow for innovation solutions that increase student access and opportunity.
3. Work needs to happen cross-agency between MDE and the Minnesota State system and MDH. My experience has been very positive with every agency individually, but the connections between are lacking, particularly between both education agencies & MDH.
4. Outside resources, such as Health Force Minnesota, need to be on the same page with the entire system, not just certain components of the system. Creating good and sustainable programs that can be scalable state-wide need to either address the licensure piece head-on, or be upfront about the limitations of the program regarding licensure. I applaud the work of HFM, but after conversations with leadership, it is clear there is misinformation regarding licensure on k-12 side, as well as he process to obtain licensure & proper credentials on the secondary side. This is not a criticism of the program, just a limitation of current opportunities - which is natural.

Within those POS, the consortium is also doing an inventory on existing early college credit opportunities within the consortium districts. The consortium does offer two online options for early college credit currently, Online College in the High School (OCHS) and M-State's eCampus in the High School (eCHS). Both programs have CTE credit opportunities and consortium members take advantage of both programs. The College's Concurrent Enrollment Program offers CTE credit opportunities and consortium members take advantage of that program.

Over the course of the past two academic years, and the with the upcoming academic year in mind, the consortium will continue to strengthen partnerships with our member Alternative Learning Centers both to build & bolster existing programming, and also outreach to other programs, both within and outside of the alternative program systems. Activities that are supported include (but not limited to):

- College counselors assisting high school staff on career & college readiness tools.
- College counselors assisting high school students on career & college readiness tools.
- Hosting Program Showcases for high school students to expand awareness of CTE opportunities.
- Hosting Career & College Readiness day at MState - Moorhead campus for academically at-risk students.
- Hosting Connect to Career day for high school faculty at MState-Moorhead campus to support trades programs.
- Facilitate discussion around integrating / intermingling secondary alternative programming with adult basic education in a meaningful way.
- Continue to integrate more and more high school experiences into the College, particularly for first generation high school graduates.

It is very obvious in reviewing LMI that health occupations is a significant need in our region, however there are very limited opportunities in our secondary schools for health occupations. The consortium leadership is working towards bolstering opportunities, even outside course offerings in the following ways:

- M State is offering a Scrubs Camp being co-sponsored by Healthforce, MN in the summer of 2016 on the Fergus Falls campus. In addition, we are co-sponsoring a one day clinical experience on site at our Moorhead campus to support the MSUM Scrubs Camp. This will occur in the summer of 2016, and it is our to continue these types of experiences in FY 17.
- M State, in collaboration with the secondary consortium leadership, offered two separate health care expo opportunities for secondary students (one on Detroit Lakes campus, one on Fergus Falls campus). This is expected to continue as well.
- We are always exploring opportunities to expose secondary students to healthcare careers, traditional and non-traditional, which includes a continued planning partnership with Eventide Nursing Home based in Moorhead. That partnership has allowed for a pilot in the fall of 2016 for a CNA course being offered at Moorhead High School. The goal is to scale this up with other industry partners to begin to offer more CNA coursework in the secondaries in nontraditional ways.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
<p>A. Develop a collaborative process (secondary and postsecondary) to review, update, and implement Programs of Study. 1. Provide and/or fund faculty for the development, review, update, and implementation of Programs of Study. 2. Fund the purchase of equipment, instructional supplies, materials, and professional development opportunities that are components of the POS process or POS implementation. 3. Support CTE early college opportunities. 4. Implement Articulation Agreement for College Credit agreements, documents, and recording of student achievement. 5. Implement early college programs and services. 6. Fund the purchase of instructional supplies, materials, and professional development opportunities that are components of the early college program. 7. Fund the purchase of instructional supplies, materials, and professional development opportunities that are components of the Articulation Agreement for College Credit system. 8. Implement processes that provide program support, programs of study and early college opportunities. 9. Develop and disseminate program information and materials that support accessibility of early college courses to all types of K-12 school districts. -----</p> <p>----- B. Assess technical skill attainment of core skills across high school and college. 1. Develop and document local processes and procedures for implementation at the consortium level assessments in accordance with information and resources made available from the state. 2. Implement assessments in accordance with information and resources made available from the state. 3. Administer Technical Skills Assessment testing for a minimum of one program. Note: testing materials will need to be purchased. ---</p> <p>-----C. Increase the expectations for academic achievement of CTE students 1. Provide and/or fund faculty and staff activities that increase the expectations for academic achievement of secondary CTE students in mathematics and reading. 2. Fund the purchase of instructional supplies, materials, and professional development opportunities that increase the expectations for academic achievement of secondary CTE students in mathematics and reading. 3. Pilot adding an advising outreach component for eCHS where College staff make contact to students and key secondary personnel during the first six weeks of the term. [This is an addition to the existing advising partnership with high school counselors and the use of early alert system]</p>	
Outcomes	

1. Resubmit to state at least seven revised State Approved POS in FY17. 2. Evidence of progress towards attainment of Level 3 for 1 state approved POS within the consortium by following the Mn Perkins State Leadership Plan for Services. 3. Review all articulation agreements and move to the ctecreditmn.com website for articulation housing for FY16. 4. Maintenance and continued work towards increasing the number of students served by Articulation Agreements for College Credit in FY16. 5. Increase number of online concurrent courses offered in FY15 through eCampus in the High School. 6. Increase number of students served by eCampus in the High School in FY17. 7. Increase number of member district CTE programs eligible for, participating in, or completing technical skill assessment at the secondary and postsecondary levels.

Measures

1. Resubmission of at least seven redesigned state approved POS in FY17. 2. Attain/maintain the state required number of 7 approved POS that integrate all aspects of industry in CTE courses, programs or enhanced learning. 3. Increase number of Articulation Agreements between consortium member high schools and the college by 5%. 4. Increase number of consortium member secondary students serviced by Articulation Agreements with the college by 5%. 5. Increase number of concurrent courses offered through eCampus in the High School by 2 courses. 6. Increase number of eCampus students by 25. 7. Increase number of CTE program participation at the postsecondary level by 5%

Reallocation Explanation

Post-Secondary Required Activities	\$30,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$3,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$33,000.00
Secondary Required Activities	\$66,602.13
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$14,463.93
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$81,066.06
Total	\$114,066.06

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

Goal 2 Narrative:

The consortium will reflect in its partnership activities All Aspects of the Industry, including work-based experiences, internships, clinicals and summer camps. Program advisory committees within the consortium will be involved in identifying high-skill, high-wage, or high-demand occupations within the region using a variety of resources. The consortium will focus its partnership activities on those that result in collaboration that lead to improving CTE programs. The consortium will include program advisory committee involvement in continuous program improvement and that have been established consortium-wide where feasible. The consortium will enhance and continue to pursue partnerships with other initiatives or providers that support transitions for high school and adult students such as ABE, business, labor/economic development entities, DEED, WorkForce Centers/Rural MN CEP, Healthforce MN, MREA, MASA, MnCEP, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.), and other postsecondary partners. The consortium will expand or strengthen industry sponsorships for high demand career and technical programs and will continue to develop stackable CTE credentials that align with high-skill, high-wage, or high-demand job needs in the region.

In FY 17, the consortium will continue to support two local districts in moving towards a Youth Apprenticeship model, which started in FY15. Lake Park Audubon and Detroit Lakes are working with a local industry to facilitate this process as well. Program advisory committees are forming in LPA, and are already in place on DL. Membership in those committees already include postsecondary advisory members, therefore there is a positive move towards a joint advisory committee. We continue to expand this initiative. One of the other partnerships we are very excited about involves the establishment of an MDE approved Early/Middle College involved the Red River Area Learning Center and the Moorhead campus. The success of this partnership has helped to expand the initiative for an application for the Fergus Falls Area Learning Center and the FF campus of M State. Subsequent to the success of the RRALC early middle college project, the other two regional ALC's (Detroit Lakes & Fergus Falls) have both applied to MDE for the program and are looking to begin in the fall of 2016.

Through the course of FY16, the consortium has been involved in planning around healthcare opportunities in the region, including nontraditional ways to offer CNA coursework in the secondary schools. Through a partnership with Eventide Corporation, based in Moorhead, Moorhead High School will be offering a CNA course for 10 students in the fall of 2016. This continued partnership and planning process (which includes representatives from industry, secondary, postsecondary, partners from the North Dakota CTE leadership), the hope is to continue to expand and find opportunities to offer the coursework and eventually a program on a regional setting. Consortium leadership is currently seeking grant funds from the local initiative foundation to scale up these planning efforts and work with MDH to creatively find ways to offer the pathway.

The secondary Perkins coordinator also partners with RMCEP (Workforce Center) by advising local staff and holding a seat on its Youth Council. In addition to that work, the secondary Perkins coordinator holds an executive seat on the local Labor Force Development Council as well as chairs the Family Economic Success - Jobs, Careers, & Employability group which is working to connect resources across EDR 4 as it relates to promoting careers for family members. The Postsecondary Coordinator sits on the Executive Council for the Bridges Academy and both secondary and postsecondary coordinators and Perkins team members routinely attend meetings, serve on panels, or provide resources for efforts focused on strengthening education and CTE employment and expansion in the region.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
A. Enhance and expand consortium partnerships with employers and community organizations. 1. Represent the consortium and its member districts/campuses on committees or work groups as invited and appropriate. 2. Respond to the interests of employers and community organizations in the planning, design and evaluation of programs and services that may lead to improving CTE programs. 3. Solicit input from employers and community	

organizations in the identification of high-skill, high-wage, or high-demand occupations within the region. 4. Respond to the interests of education partnerships in the planning, design and evaluation of programs and services that lead to improving CTE programs. 5. Schedule information sessions with postsecondary partners to share information about career, articulation, and transfer opportunities within the region.

Outcomes

• The secondary/postsecondary coordinator/designees respond to an invitation to five appropriate committees or work groups. • The CTE program and services improvement planning, design and evaluation process in the consortium includes five employers and community organizations, that serve in an advising/advisory committee capacity. • The high-skill, high-wage, or high-demand occupation identification process in the consortium solicits input from at least five employers and community organizations. • The secondary/postsecondary coordinator/designees respond to an invitation to five appropriate committees or work groups. • The CTE program and services improvement planning, design and evaluation process in the consortium includes five education partners that serve in an advising/advisory capacity. • The transition services process in the consortium is strengthened by input from five education partners.

Measures

• Five appropriate committees or work groups are attended/participated in by the secondary or postsecondary consortium coordinators. • Ten employers and community organizations attended/participated in CTE program and services improvement planning, design and evaluation process in the consortium, that serve in an advising/advisory committee capacity. • At least ten employers and community organizations provide input on the high-skill, high-wage, or high-demand occupation identification process in the consortium. • Five appropriate committees or work groups are attended/participated in by the secondary or postsecondary consortium coordinators. • Five education partners attended/participated in CTE program and services improvement planning, design and evaluation process in the consortium, that serve in an advising/advisory committee capacity • At least five education partners provide input on the transition services process in the consortium.

Reallocation Explanation

Post-Secondary Required Activities	\$22,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$19,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$41,000.00
Secondary Required Activities	\$23,302.13
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$4,738.87
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$28,041.00
Total	\$69,041.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

The consortium will continue to identify and adopt strategies and outcomes to overcome barriers for special populations to increase rates of access and success in CTE programs. Secondary and postsecondary collaborative events and activities will provide special populations with access and preparation services for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency, including such activities as assessment and advising activities and events, career days, career outreach events, orientation events, program showcases, pre-enrollment counseling and intervention services. As assured in the Statement of Assurances & Certifications, the consortium complies with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap. In all consortium programming, partners discuss and identify strategies to eliminate all forms of discrimination for special populations. The consortium plan connects to local, regional, and statewide initiatives that support special population awareness of STEM, Nontraditional, Youth Workforce Council, Cultural Collaborative. Secondary CTE programs hold state program approval that addresses number and sequencing of courses, rigorous curriculum content, and appropriate standards. Postsecondary CTE programs are approved by the Academic Affairs and Standards Council, the College, and MnSCU. These approval processes assure that CTE students have access to the courses required in their curriculum, and that the students must meet the academic standards of the College and unique program requirements.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
A. Provide preparation services including academic accommodations, admission assistance, advising, counseling, multicultural services, career development and placement, and tutoring for CTE students to increase student success. Place additional emphasis on career development, guidance, and placement services to support student access and success. ----- B. Enhance CTE programs and POS to attain program and student success for special populations. ----- C. Move to the ctcreditmn.com career articulation website for enhanced service to consortium members, regional partners, and students.	
Outcomes	
Events, workshops, programs designed for special populations are conducted. Special populations are surveyed to assess the effectiveness of events, workshops, programs for special populations. Regional networking meetings by secondary CTE content areas are conducted and are inclusive of White Earth, handicapped and disadvantaged. Information to be circulated and posted on the College website related to tutoring options for special populations. Options may include: Smartthinking, Eduwizards, Early alert and onsite accessibility is developed and distributed. Start Smart experience is conducted bi-annually. Early alert system for students in POS courses through eCampus is available. Continue partnership with Red River Alternative Learning Center around career and college readiness for staff professional development & student access to college & career opportunities. Continue Start Smart program which gives special education students the opportunity for postsecondary access and provides a supportive transition.	

Measures	
• Up to ten events, workshops, programs designed and conducted to prepare special populations for access and success. • Number of students served in FY17 increase by 2%. • Conduct onsite success seminars to share academic support options with onsite postsecondary students • Number and names of districts with students participating in Start Smart in FY17. • Number of postsecondary students with access to early alert system through eCampus will increase by 2%.	
Reallocation Explanation	
Post-Secondary Required Activities	\$340,440.07
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$26,268.33
Post-Secondary Total	\$366,708.40
Secondary Required Activities	\$21,227.13
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$4,738.87
Secondary Total	\$25,966.00
Total	\$392,674.40

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

Goal 4 Narrative:

The consortium will maintain a leadership role with Online College in the High School, eCampus in the High School, and the Career Exploration Initiative to provide students and partner high schools with postsecondary program awareness and postsecondary course offerings. eCampus in the High School and Online College in the High School are accomplished through the distance learning modality which offers flexibility in scheduling (asynchronous) and formats (online courses, hybrid service delivery). The Career Exploration Initiative is a new initiative designed to provide students with hands-on curricular activities utilizing equipment commonly used in CTE/STEM. In addition, the consortium supports the expansion of alternative scheduling through our E-campus course offerings to deliver programs to meet the needs of the adult learner, example 8-week course options and hybrid course options. The Consortium will improve its Credit for Prior Learning process to better meet the needs of adult learners and military veterans. This includes providing enrollment, retention, and completion support services for military veterans, underemployed, and unemployed adults. The Consortium will provide career days, camps, business and industry tours and other on-site experiences to assist student transitions to postsecondary CTE programs. The Consortium will maintain and enhance the Articulation Agreements for College Credit based on usage and alignment with Programs of Study as possible. The Consortium will maintain and enhance the Articulation Agreement for College Credit process and documentation for member high schools and students. The Consortium will continue to develop, expand, and enhance Continuum of Service Provisions. This will be accomplished with consideration of POS and early college credit opportunities, services, events and activities.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
A. Provide online early college opportunities to member and non-member high schools. ----- B. Provide Articulation Agreement for College Credit in CTE program areas. ----- C. Expand collaborative activities with Adult Basic Education as it relates to delivery of developmental online and onsite curriculum. D. Improve Credit for Prior Learning processes. E. Continue to enhance placement services in collaboration with consortium partners.	
Outcomes	
Participate in the management and leadership services for online early college opportunities. Provide management and leadership services for the development and maintenance of the Articulation Agreements for College Credit. Perform agreement update and renewal processes, application collection, data entry for certificate award and letters, mailing of certifications, and provide notifications and follow up to all student participants in FY14. Create and implement plan to revise AACC website to interface with consortium reporting and data needs, and extending to student/parent/counselor usage. Facilitate best practice discussions between secondary and postsecondary related to effective developmental education instruction and design.	
Measures	
• Contribute to eight online early college or land based early college opportunities planning or management meetings or presenting issues. • Increase number of consortium secondary students served by online early college opportunities in FY16. • Maintain or increase number of AACC courses among the primary consortium institutions in FY17. • Increase number of POS clusters where Articulation Agreements for College Credit among the primary consortium institutions were awarded in FY17. • Increase success rate of college students enrolled in developmental education courses.	
Reallocation Explanation	
Post-Secondary Required Activities	\$11,304.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$397.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,701.00
Secondary Required Activities	\$22,677.13
Secondary Permissible Activities	\$0.00

Secondary Reserve	\$4,788.87
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,466.00
Total	\$39,167.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The consortium will engage in self-assessment and self-monitoring of consortium systems and operations, including fiscal and administrative, as well as all state-required data analysis reports, end of year reports, and improvement reports and plans. Various communication, data collection and analysis, and collaborative development and sustaining strategies will be used including group meetings, individual meetings, personalized follow up and written communications to ensure shared responsibility among all partners for collaboration and accountability for success. Parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (as applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted through the consortium, and such individuals and entities are effectively informed about, and assisted in understanding, the requirements of the consortium's approved Perkins plan, including career and technical programs of study. This is accomplished through the use of several strategies including but not limited to meetings, sharing web based documents, surveys, presentations, multiple venues for collecting input, and documents that carry out consortium strategies. The consortium will use data provided by the State for evaluation of student success and continuous program improvement in accordance with meeting State and local adjusted levels of performance. The consortium will continue to collaborate on all aspects of the plan development and implementation including budget and narrative.

Over the course of FY17, consortium leadership will engage in further collaborative work with the consortium membership in empowering the instructors & programs to continue to define the direction of the consortium. There are significant pieces in place for this currently, but are not formalized in policy nor practice. Consortium members are very involved in setting the direction of the plan and the activities that the consortium dollars support. Consortium leadership has attempted to host several webinars & online discussions around the activities of the consortium in the past few years. The online format of the discussions was chosen to avoid further travel (we are covering 9 counties in our consortium - 26 secondary schools & 3 college campuses) and costs that are associated with travel. In the past two years, we have offered close to six online meetings that cover a variety of topics both with content and with discussion. In those six offerings, only one member attended a part of one meeting. If there is information presented, we have continued to present and record the meetings and offer them to members via an online google site platform for the consortia (which is a work in progress and not necessarily adequate for review by MDE/MnSCU yet.) In essence, there has been significant attempts made to increase the power of the consortia membership, but again and again the message sent to us as leadership is, "just get the work done, support us with what you can, and keep pushing forward." With that directive, we feel our consortium has done very well and are ahead of the pack in relation to other consortia in the state, particularly when it comes to joint planning and respecting the value each system brings to education as a whole; it simply just looks different and we may not blow our own horns often enough. We also aim to produce work and programming to benefit students over documenting processes. Perhaps it is our bias that education has become too focused at times on process and less focused on providing direct and personalized services to the public, and we need to be mindful of that bias so as not to ignore the power of telling the story. Consortia leadership will continue to work to foster more collaborative decision making by formally engaging all members in creating a flow-chart for decision making & program development based on the needs of the consortium & region as a whole. This process should not be dictated specifically by leadership, so over the course of the fall networking meetings, we will work to complete an organic process to formalize a plan and better document a process that is very unique to a consortium that is comprised of a large geographic territory and multiple campuses in communities with differing needs, populations, and industries. This would strengthen our consortium and may also be helpful to other consortia, particularly in cases where postsecondary institutions are in the beginning stages of merging or combining.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
Strategies	
A. Conduct and engage in activities that represent both the secondary and postsecondary institutions of the consortium. ----- B. Secondary and postsecondary institutions of the consortium will participate in State-lead meetings or initiatives as a team. C. Engage in joint, grass roots level planning processes with secondary and postsecondary faculty whenever possible. D. Provide, when appropriate and necessary, dollars for equipment upgrade for programs to have seamless transition from secondary to postsecondary without the need for equipment retooling. E. Provide professional development opportunities for consortia teachers to connect them further with postsecondary partners and industry.	
Outcomes	
Secondary and postsecondary representatives will advance the consortium structure within each of their respective institutions. Secondary and postsecondary representatives will complete consortium work in a collaborative and collegial manner. Secondary and postsecondary representatives will advance the consortium CTE vision at State-lead meetings or initiatives as a team.	
Measures	
<ul style="list-style-type: none"> • Consortium CTE approved annual plan and its resulting vision is disseminated to its stakeholders. • Conduct up to seven meetings or collaborative planning/work opportunities with stakeholders. • The consortium CTE vision will be integrated into marketing, operational and conference presentation proposals. 	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$23,246.00
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	\$23,246.00
Secondary Required Activities	\$22,677.13
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$4,788.87
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$27,466.00
Total	\$50,712.00

Goal 5 Objectives 2	
Use of Funds*	Secondary Admin Cost
Strategies	
LCSC will remain the fiscal host agent for the FY17 Lakes Country Perkins Secondary Consortium. All 26 LC Perkins schools are members of LCSC and use LCSC as a repository for other funds and programs.	
Outcomes	
With LCSC as the fiscal agent, continued trust will be fostered between the consortium, the leadership, the teachers and the agency as a whole. LCSC is a trusted entity for our schools.	
Measures	
LCSC's membership will remain stable and the Perkins Consortium members will continue to have trust and utilize the services offered by LCSC.	
Description	Includes basic (FIN428): \$6755.14 Reserve (FIN475): \$1268.92 Total: \$8024.06
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$8,196.38
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,196.38
Total	\$8,196.38

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$8,196.38

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	\$30,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$33,000.00	\$66,602.13	\$0.00	\$14,463.93	\$0.00	\$0.00	\$81,066.06	\$114,066.06

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	\$22,000.00	\$0.00	\$19,000.00	\$0.00	\$0.00	\$41,000.00	\$23,302.13	\$0.00	\$4,738.87	\$0.00	\$0.00	\$28,041.00	\$69,041.00

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	\$340,440.07	\$0.00	\$26,268.33	\$0.00	\$0.00	\$366,708.40	\$21,227.13	\$0.00	\$4,738.87	\$0.00	\$0.00	\$25,966.00	\$392,674.40

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	\$11,304.00	\$0.00	\$397.00	\$0.00	\$0.00	\$11,701.00	\$22,677.13	\$0.00	\$4,788.87	\$0.00	\$0.00	\$27,466.00	\$39,167.00

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	\$23,246.00	\$0.00	\$0.00	\$0.00	\$0.00	\$23,246.00	\$22,677.13	\$0.00	\$4,788.87	\$0.00	\$0.00	\$35,662.38	\$58,908.38

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	\$426,990.07	\$0.00	\$48,665.33	\$0.00	\$0.00	\$475,655.40	\$156,485.65	\$0.00	\$33,519.41	\$0.00	\$0.00	\$198,201.44	\$673,856.84

Secondary Budget Details

Description	File Name	File Size
FY17 Lakes Country	FY17 Lakes Country Secondary Supplemental.xlsx	71 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,500.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Totals	\$4,500.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2P1 – Credential, certificate, or degree
Action Steps to improve the performance	
I am no longer showing this as needing an improvement plan from our latest data report.	
Resources Needed*	I am no longer showing this as needing a plan from our latest data report.
Timeline*	Same comment as above.
Person(s) Responsible*	Same comment as above.
How will progress be documented?*	Same comment as above.
Sub-populations or groups where gap exists:*	Same comment as above.
Describe any contextual factors that might contribute to this gap:*	Same comment as above.
Further Information	
Same comment as above.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	4P1 – Student placement
Action Steps to improve the performance	
Continue to expand career services and placement activities on each campus.	
Continue to expand informal and pre-degree completion interactions between students and employers.	
Implement a comprehensive career services information system to enhance and expand services for students and employers.	
Identify trend data for CTE programs to identify pilot programs for targeted improvement.	
Resources Needed*	Perkins team members and support of postsecondary coordinator and faculty. (Note - Reference to the Perkins team members from postsecondary includes the secondary coordinator.)
Timeline*	July 1, 2016 to June 30, 2017.
Person(s) Responsible*	Career Services Director and Supervisor
How will progress be documented?*	*Placement data *Student and employer participation in services
Sub-populations or groups where gap exists:*	*This needs further analysis.
Describe any contextual factors that might contribute to this gap:*	Competition for workers at all levels is high in this region, so students selecting a job outside of their field solely based on salary may be impacting this data.
Further Information	
The Career Services Director, her supervisor, and the postsecondary Perkins coordinator will begin by meeting to discuss the problem and specific implementation of the strategies listed above. Institutional Research will be invited to join us to help with data analysis. The new comprehensive career services information system we are considering will be useful in data collection.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
Our main strategy for this is to analyze the data more closely to see where we have the greatest opportunity for improvement and then to work collaboratively with program faculty to develop ways to increase this indicator. Collecting feedback from members of the Perkins team who work most closely with the impacted programs may also provide insights into opportunities for new approaches or improvement efforts.	
Resources Needed*	Perkins team members, deans, faculty, postsecondary coordinator, institutional research. (Note - Reference to the Perkins team members includes the secondary coordinator.)
Begin in September 2016 and review process/analyze data in May 2017	

Timeline*	Begin in September, 2016 and review process/analyze data in May, 2017.
Person(s) Responsible*	Postsecondary coordinator, deans.
How will progress be documented?*	Increase in non-traditional enrollment and graduation data.
Sub-populations or groups where gap exists:*	This needs further analysis.
Describe any contextual factors that might contribute to this gap:*	The down-trend of men enrolling in postsecondary may contribute to this gap; that will require additional analysis.
Further Information	
The College will begin the process of identifying the data, issues, and strategies in October of 2016, with analysis of what was done and any results being conducted in May of 2017.	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Programs of Study Workshop Agenda.pdf

Upload any additional supporting documents here.

POS Follow Up Email 03122015.pdf

Upload any additional supporting documents here.

MStateJobSearchGuideFebNewsletter_1.pdf

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	55.20
Actual Performance:	45.10
General strategies planned to improve performance:	
Increase persistence and retention strategies. Improve early alert system and train faculty on improved system. Target students who participate in career and technical programs for earlier intervention and use the comprehensive program review process to identify specific retention strategies. Increase capacity to track and monitor progress and results related to each strategy through collaboration with Institutional Research. Identify risk factors associated with higher rates of attrition and use those to develop intrusive advising and intervention strategies that are individualized to each learner. Continue to support and promote the use of multiple measures in assessment for course placement and the academic bridge experience for students, as student degree completion is reduced significantly for students who test into developmental education courses. Pilot a cohort program experience for practical nursing and a flipped approach for lecture/labs for one CTE program and analyze student completion rates.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	31.25
Actual Performance:	28.57
General strategies planned to improve performance:	
The primary strategies to improve this performance measure include the following:	
Meet the goals and strategies to improve student retention from the College's one year operational plan, which identifies student retention and success as a top institutional priority.	
Identify programmatic strategies to improve retention using data from the comprehensive program review process.	
Complete the redesign of developmental education.	
Implement an academic bridge program to help students in testing into college level courses.	
Utilize IR to dig deeper into the Perkins data to see if other factors are related to this measure not being achieved, such as dips in enrollment or program closures.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	86.80
Actual Performance:	81.56
General strategies planned to improve performance:	
Increase targeted career placement services, workshops, events, and tracking to increase placement rates. Increase targeted efforts for programs that show most discrepancy and potential for improvement using data. Specific data and action steps are included in written improvement plan. Implement a comprehensive placement information system for student resume creation and storage, job posting, career development resources/tools/videos, portfolio development, etc. Expand on campus career fair and organized interactions with employers and students, to begin the networking process.	

Comments or context for actual performance (optional):

Beginning in FY 15 and going forward, we have increased the number of career placement workshops, events, and services on all four campuses. The commitment to hiring a full-time career services/placement director and to implementing GPS Life Plan and Career Coach has resulted in more emphasis on career preparation and placement services for students. Partnerships between the Career Services Director and faculty have increased also. We anticipate seeing an increase in our placement data as a result of these efforts. In addition, we are investing in a comprehensive career services information system that offers services and tools for students, faculty, and employers. Currently, our existing job posting system is an internally developed site, and it lacks the features a comprehensive site can offer our students, employers, and faculty. We did experience a delay in the hiring of a new Career Services Director in FY 16.

Improvement Report 4

Indicator Not Met: 4S1 – Student graduation rate

Negotiated Performance: 94.47

Actual Performance: 90.49

General strategies planned to improve performance:

During the Fall Regional Networking Meetings, discussion will take place around graduation rates and school retention through our CTE programs.

Comments or context for actual performance (optional):

One school district (Rothsay) inappropriately reported its graduation rate. Rothsay's graduation rate shows zero students graduating, which is incorrect. This may have skewed the data a bit. Rothsay has been in contact with MDE to rectify the data discrepancy. This was the second year of incorrect MARSS data submission for Rothsay. It has subsequently been rectified.

Improvement Report 5

Indicator Not Met: 5P1 – Nontraditional participation

Negotiated Performance: 17.50

Actual Performance: 16.30

General strategies planned to improve performance:

Inform faculty and staff that this is an issue, and we need to develop new strategies to improve. Utilize system office and ideas from other consortia to identify effective strategies for implementing locally.

Comments or context for actual performance (optional):

We see many opportunities to increase our intentionality related to this performance indicator. There may be factors related to the student's own experiences, thoughts, and interests that remain outside our control.

Improvement Report 6

Indicator Not Met: 5P2 – Nontraditional completion

Negotiated Performance: 12.20

Actual Performance: 11.18

General strategies planned to improve performance:

Our main strategy for this is to analyze the data more closely to see where we have the greatest opportunity for improvement and then to work collaboratively with program faculty to develop ways to increase this indicator. Collecting feedback from members of the Perkins team who work most closely with the impacted programs may also provide insights into opportunities for new approaches or improvement efforts.

Comments or context for actual performance (optional):

Rigorous Program of Study

Rigorous Program of Study 1

State-Approved Rigorous Program of Study* Accounting

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

Rigorous Program of Study 2

State-Approved Rigorous Program of Study* Accounting

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

Programs of Study

Programs of Study 1

Career Fields Business, Management, & Administration

Career Clusters Finance

Career Pathways Accounting

In which CTE Program? Secondary, Administrative Support Occupations

At which High School? College? Detroit Lakes, Underwood, Hancock

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? Whenever capstone course/unit is completed

Programs of Study 2

Career Fields Business, Management, & Administration

Career Clusters Finance

Career Pathways Business Finance

In which CTE Program?	Secondary, Administrative Support Occupations
At which High School? College?	Underwood
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Unknown

Programs of Study 3

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Design/Pre-construction
In which CTE Program?	Secondary, Drafting/CAD Occupations
At which High School? College?	Lake Park Audubon, Hawley
State-Approved Secondary Assessments	Career Safe - OSHA 10-hour Construction Industry Course
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Capstone Course

Programs of Study 4

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Secondary, Health Sciences and Technology
At which High School? College?	Detroit Lakes
State-Approved Secondary Assessments	National Work Readiness Council Exam for Entry Level Workforce
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Whenever capstone course/unit is completed

Programs of Study 5

Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Management
In which CTE Program?	Secondary, Administrative Support Occupations
At which High School? College?	Underwood
State-Approved Secondary Assessments	National Work Readiness Council Exam for Entry Level Workforce
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Whenever capstone course/unit is completed

Programs of Study 6

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Transportation Operations
In which CTE Program?	Secondary, Auto Mechanics
At which High School? College?	Moorhead
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	
In which course (use course code) or at what time in the program?	End of Capstone Course

Programs of Study 7

Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	M State
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?	Highest level of Accounting Courses

Programs of Study 8

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Transportation Operations
In which CTE Program?	Automotive Technology
At which High School? College?	M State

State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Advanced Automotive Class
Programs of Study 9	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Administrative Support
At which High School? College?	M State
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI 21st Century Workplace Skills for Workplace Success Exam
In which course (use course code) or at what time in the program?	Second year Admin Assistant Course
Programs of Study 10	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Health Information Technology
At which High School? College?	M State
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Association of Medical Assistants - Certified Medical Assistant (CMA)
In which course (use course code) or at what time in the program?	Internship or Final HIT Coursework
Programs of Study 11	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Management
In which CTE Program?	Sales, Marketing, and Management
At which High School? College?	M State
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Assessment of Skills and Knowledge (A*S*K) Business Fundamental Marketing Concepts Certification Exam from A*S*K Business or from NOCTI
In which course (use course code) or at what time in the program?	Advanced Marketing Course
Programs of Study 12	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Law Enforcement
At which High School? College?	M State
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI Criminal Justice Assessment
In which course (use course code) or at what time in the program?	Second Year Criminal Justice Courses
Programs of Study 13	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Business Finance
In which CTE Program?	Business Management and Ownership
At which High School? College?	M State
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Accreditation Council for Accountancy and Taxation (ACAT) – Accredited Business Accountant Advisor Exam
In which course (use course code) or at what time in the program?	Unknown
Programs of Study 14	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Design/Pre-construction
In which CTE Program?	Architectural Technology
At which High School? College?	M State
State-Approved Secondary Assessments	
State-Approved Postsecondary	

Assessments	
In which course (use course code) or at what time in the program?	Unknown

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:* 77.0%

Coordinator Budget:* \$82,136.00

Post-Secondary

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

Coordinator Budget:* \$0.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Troy Haugen	Secondary Perkins Coordinator	362570	\$63,140.00	Career and Technical Education Coordinator Draft Update 5-13.pdf
Paula Johnson	Secondary Nonlicensed Instructional Staff		\$16,348.80	Administrative Assistant.pdf
June Clark	Health Careers Admission Specialist		\$48,707.37	FY 17 Perkins Summary Postsecondary Updated June 2016.pdf
Marc Madigan	Enrollment Manager		\$30,670.44	FY 17 Perkins Summary Postsecondary.pdf
Alyssa Campion	Enrollment Manager		\$22,320.35	FY 17 Perkins Summary Postsecondary.pdf
Amanda Breslin	Academic Advisor/Career		\$27,162.69	FY 17 Perkins Summary Postsecondary.pdf
Shannon Britten	Enrollment Manager		\$27,022.89	FY 17 Perkins Summary Postsecondary.pdf
Carisa Engstrom	Enrollment Manager		\$31,059.84	FY 17 Perkins Summary Postsecondary.pdf
Mark Nelson	Academic Advisor/Career		\$35,209.67	FY 17 Perkins Summary Postsecondary.pdf
Suzie Rethemeier	Academic Advisor/Career		\$28,341.40	FY 17 Perkins Summary Postsecondary.pdf
Jess Sem	Enrollment Manager		\$7,688.00	FY 17 Perkins Summary Postsecondary.pdf
Dale Westley	Enrollment Manager		\$38,542.96	FY 17 Perkins Summary Postsecondary.pdf
Tom Dubbels	Counselor		\$28,717.16	FY 17 Perkins Summary Postsecondary.pdf
Steve Lindgren	Counselor		\$10,110.05	FY 17 Perkins Summary Postsecondary.pdf
Maronda Robertson	Counselor		\$9,151.12	FY 17 Perkins Summary Postsecondary.pdf
Susan Zurn	Career Services/Placement Director		\$79,849.66	FY 17 Perkins Summary Postsecondary.pdf
Jennifer Bieniek	Academic Advisor/Career		\$6,504.49	FY 17 Perkins Summary Postsecondary.pdf
Kristina Seifert	Disability Services Coordinator/Academic Advisor		\$31,667.00	FY 17 Perkins Summary Postsecondary.pdf
NA	NA		\$0.00	
			\$542,213.89	