



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02393 - FY18 Central Lakes Consortium

Perkins IV Consortium

Grant Title: FY18 Central Lakes Consortium
Grant Number: 02097
Grant Status: Underway
Comments:
Applicant Organization: Central Lakes Consortium
Grantee Contact: Mary Ward
Award Year: 2017
Program Area: Perkins IV Consortium

Amounts:
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Project Dates: Proposal Date 07/01/2017 Project Start 06/30/2018
Grant Administrator: Debra Wilcox-Hsu
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Contract Dates:

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017

06/30/2018

Project Start Project End

Comments

Agency List

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

Summary Narrative Part Two

Comprehensive Professional Development

Q5) 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)]

- Secondary--The consortium practice is to encourage involvement in district professional learning communities (PLC). Some districts have separate PLCs for CTE groups. Funding is provided to instructors to participate in program area state conferences.
- An annual In-Service with secondary, post-secondary faculty meet to review curriculum, student learning outcomes and industry experiences available to students through College in the School and programs of study.
- An annual Bridges Academy Summer Workshop is held for all Bridges Academy Teachers, High School Counselors, and invited high school administrators. The workshop includes sessions on soft/work skills, Academy updates, Academy experiences--sharing of best practices with local business and industry input.
- Other workshop possibilities include: increasing the numbers of courses receiving advanced standing articulation credit, training on industry certified assessments, and others.

- Central Lakes Consortium's Leadership team determined that one day industry trainings and program area conferences would be approvable expenditures.
- Post-Secondary faculty's professional development activities must seek the approval from the following: personnel committee, MSCF faculty, and administration.
- Work with Student Services, Diversity Director at CLC to identify instructional/advising methods/practices to improve participation & completion of non-trad students. Budget additional monies in the Perkins 2018 grant to support these methods.
- DEED presentations on regional labor market data.
- Perkins Coordinators attend workshops including; Perkins Coordinator Workshop; MACTA; and CTE Fall Conference.
- CLC's Cultural Competency Challenge (see improvement plan doc)

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)]

- Secondary faculty and counseling personnel are recruited through individual district's hiring practices. Although the Consortium encourages underrepresented individuals to apply when an opening arises, we have no direct control over hiring and retention processes. Secondary—difficult to meet licensing requirement due to limited availability for staff with CTE licensure. Therefore, positions remain unfilled and CTE programs are frequently cut.
- Postsecondary instructor and counselor practices follow the MnSCU credentialing process for hiring. Many efforts are made to recruit and retain CTE teachers and faculty. One retention strategy includes a faculty mentoring program for all new CTE instructors. Job postings are made regionally, statewide or beyond. Whenever possible, postings for CTE positions are posted in relevant trade journals and assistance is provided when individuals apply from business/industry. In some circumstances, current CTE faculty may recruit from business and industry partners. All postings include preferred qualifications of previous successful experience in a CTE field.

Evaluate Student Performance and Programs

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)]

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

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

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

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

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]

2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

1.1. Central Lakes Perkins Consortium meets monthly with representatives of its member districts to discuss and update representatives on issues pertinent to Advanced Articulation, Perkins Basic Grant, state and federal Perkins/legislative updates, and Career and Technical Education (CTE) program visioning and strategic planning. Either the Perkins Liaisons or the Perkins Leadership team (8 liaison members and 5 college faculty) meet every month. It is their role to bring input from their districts or college and share information with their CTE colleagues at both the secondary and postsecondary levels. Representation from secondary and post-secondary CTE, Brainerd Lakes Chamber/Workplace Connection, Bridges Academies, and Perkins special initiative members attend meetings as needed (i.e. DEED, Workforce Center, and Adult Basic Education) to design and implement programs of study. Health Therapeutics is identified as the consortium rigorous program of study (POS). Seven other programs also align course characteristics with the ten components identified by OCTE as meeting the standards of rigor. FACS instructors developed a POS in Restaurant/Food Services approved by the consortium. A POS in Foundation Knowledge and Skills was submitted for consortium approval. The consortium will continue to assist programs in developing consortium-level POS and comparing Bridges Academies to the POS model. The consortium recently provided four workshop days to instructors to work on the Five Year Program Review due to be completed by November 1, 2017. Specialists from MDE were available to answer questions at two of these dates. This initiative was well received and resulted in significant progress and updating of CTE secondary curriculum in the consortium.

1.2. Opportunities for early college credit are provisioned through articulation agreements for advanced standing and concurrent enrollment, CTEcreditMN, Online College in the Schools, and College in the Schools. All of these are designed to serve secondary students seeking credit for learning acquired in CTE courses. We will continue to seek ways to increase the number of concurrent enrollment opportunities in CTE courses. An area the consortia seeks to enhance is the health occupation core courses delivered online. These opportunities convert to saved tuition dollars by the students when they enroll in a post-secondary CTE course of study. Courses within the Programs of Study may include articulated courses, courses offered as concurrent courses, and Bridges Academy courses. All Bridges Academy and Advanced Standing materials are available on college website for easy access.

Bridges Academy: <http://www.bridgesconnection.org/careeracademies/>

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

1.3. Post-secondary faculty continue to be involved in the development of course curriculum and the credentialing of high school instructors. This type of mentoring program provides assurance that there is quality the course work and allows for a sharing of materials and equipment between the secondary and post-secondary. A grant proposal successfully submitted in FY17 to NJPA's Innovative funding provided support for CTE instructors to review Open Educational Resources for CTE courses. Significant progress has been made in this area. This grant will seek refunding for FY18 to continue work on this project. This collaboration is evidence of efforts between secondary and post-secondary partners in the consortium. Counselors at the high school are made aware of CTE learning opportunities and also provide guidance to district students related to course selection and CTE curriculum.

1.4. Strategies for improvement of academic and technical skills of CTE learners include provision of professional development opportunities for instructors around best practice and instructional delivery. One of the largest barriers to student learning today is motivation. The opportunity for students to see and understand the value and importance of CTE lies first with the districts support for CTE and then resides with the CTE instructors. Providing administration, instructors and students relevant and current information, workshops and world of work experiences allows for all to have a stronger appreciation and understanding of what is needed going forward. Building strong relationships with community partners and industry leaders is another strategy for the improvement of academic and technical skills because students can hear and see in real time know what to expect and what is expected in CTE learning and its application. Another strategy is, the Work Place Connection part of the Bridges program. This part provides job shadowing activities and industry speakers in the classroom for students. Students have an opportunity to participate in tours, job shadows, internships, speakers in the classroom and a career fair. Every Bridges Career Academy requires workplace connection activities. A new addition to the Workplace Connection is a Jobs Portal for students. This is a portal for businesses to post jobs appropriate for teens and for teens to seek jobs.

1.5. Professional development needs are addressed and planned in collaboration with the consortium leadership and liaison groups. Additionally a needs assessment sent to all CTE instructors in early February sought to gather input related to professional development opportunities as well as through the request for proposals sent to all CTE instructors in late January. All professional development opportunities offered by MDE and MinnState are disseminated to CTE members for consideration. Additionally CTE instructors are encouraged to be members of service and professional organizations related to their field of study. CLC had team that participated in Institute for Women in Trades, Technology and Science professional development. The team consisted of the CLC Perkins Coordinator and Assistant, a Welding Program Advisor and two Welding faculty. The work consisted of monthly meetings, videos and online work related to increasing the numbers of women in trades, specifically Welding.

1.6. The assessment of core technical skills across high school and college is encouraged using standardized assessments such as NOCTI and Precision Exams as well as classroom assessments relative to the course of study. Students who study in the health core also are offered the certified nursing exam. Bridges Academy courses serve as a unique measurement of technical skills required in industry and business. In addition, the courses provide a clear linkage between the academic and technical knowledge and skills students need to be successfully employed. This next year support will be given to secondary instructors seeking to provide pre-course and post-course surveys to measure student learning. Central Lakes College CTE programs continue to assess student performance using a variety of assessments, such as NOCTI, Precision Exams and State Board Certifications. More work needs to be done on how to interpret this data and make valuable to the programs. Having the CTE Dean oversee Post Secondary Perkins coordination will help with this effort, as this position as a closer connection with faculty.

1.7 The Brainerd School District continues to house their Adult Basic Education Program at Central Lakes College. Recently, they held their commencement ceremonies at CLC's campus, and a number of their graduates were matriculating to CLC. We look forward to continued opportunities to serve adult learners through this relationship. Their longtime coordinator is retiring, and their new hire brings opportunities for expanded partnerships in this area.

1.8 The consortium continues to build and enhance Bridges Academies. The Bridges project targets seven career areas identified by Region Five as areas of labor market needs coupled with high wage and high demand occupations. The academies are applied engineering, business and administration, manufacturing technology, health science, criminal justice, information technology, and nursing. While not all secondary districts are able to access all services provided, there is a significant number of districts that take advantage of some of the offerings of Bridges Academies and Bridges Workplace connection. It is hoped that these business and industry relationships can be replicated through networking to increase the number of experiential learning opportunities. Additionally the CTE career advisory committees that are required for all POS are perhaps the most effective strategy for addressing all aspects of the industry included in the programs of study. These individuals bring tacit, current knowledge and awareness to the table as it relates to relevant study learning. These committee members are also networked beyond the community to provide additional insight into what students need to be taught and instructors need to be delivering to the students to prepare them for the field of study. Central Lakes College has many other on-going career-related projects that span across many other career fields and CLC CTE Programs, including Health Care and CTE Speed Networking which bring industry professionals on campus, Job Fairs for graduates and community members, Girls in Trades VIP Tours, Computer Coding and other CTE-related Summer Camps, and a Health Care Workforce Summit in June.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P5 Student Organizations
Strategies	
1) Continue working to create a comprehensive, 9-14, seamless curricula plan that integrates academic and technical skills resulting in increased student academic and technical skill attainment to ensure a smooth transition for emerging and on-going industry demands. 2) Assure that leadership is current on best practices related to Carl Perkins. 3) Advisors and students in CTE student organizations participate and compete in state and national student organization events to demonstrate industry skill attainment. 4) Continue collaboration with adult population in partnership with community agencies and collaborate with college's customized training and continuing education, principally related to Certified Nursing Assistant training. 5) Consider changing state approved POS to better align with what is currently offered at the high schools. 6) Follow up with CTE instructors and districts to complete five year program approvals in all Program areas.	
Outcomes	
1a) Data will be used from the TSA results to continuously improve current POS. 1b) Evaluate approved POS for relevancy and applicability in consortium districts. 1c) CTE program instructors develop POS to be approved by Leadership Team for consortium implementation. 1d) Provide professional development activities for CIS instructors in areas of curriculum, pedagogy, student skill evaluation and Open Educational Resources. 1e) Provide CTE faculty/teachers funding to attend ACTE instructional conference, MinnState/MDE fall CTE conference, ACTE Regional III Conference or other CTE based instructional best practices conferences 1f) Partner with Brainerd Chamber's Workplace Connection to provide a minimum of one work based activity for each Bridges Academy course. 1g) Students have access to updated equipment and technology in POS areas to support learning outcomes and to adhere to industry standards. 1h) Current and potential Advanced Standing Agreements are reviewed to increase the connectivity between secondary and postsecondary CTE programs. 1i) Technical Skill Assessments will be administered and data will be used in each state approved POS. Districts will be reminded to report TSA data.	
2a) Grant Coordinators will attend all Perkins related meetings to include MACTA conferences and other related Perkins informational activities. Grant coordinators will be available upon request by MinnState/MDE to participate in special projects. Secondary & Post-secondary Coordinators serve on the Bridges Leadership council. 2b) Perkins Leadership structure, operating procedures and professional development needs/activities promote the goals of Perkins plan. 2c) Advisory councils effectively improve quality of CTE programs and strengthen partnership relations. Support is offered for joint advisory meetings between secondary and post-secondary. 3) CTE students gain leadership and presentation skills through club and organizational activities in Regional, State, and National Leadership Development Conferences/ Competitions. 4a) Community Education, Adult Basic Education, Rural MN CEP, DEED, and local Work force Centers coordinate with Perkins to provide skills training to meet the needs of Displaced Workers and incumbent workers. 4b) Representatives from the following agencies: ABE, workforce development, and economic development join Leadership Team (as appropriate) and provide input and resources that improve services to staff and students. 5) New RPOS are considered and rubrics are applied for the ten elements in the POS areas. 5a) Locally submitted POS will be evaluated and adopted by leadership/liaison team. 6) All CTE licensed teachers will complete and submit a new Program Approval form prior to November 1, 2017.	
Measures	
1a) 100% of CTE instructors who test, analyze TSA data to create data driven improvement for teaching and learning. 1b) State approved POS will be reviewed for relevancy to current program offerings in districts. If appropriate, State-approved POS will be deactivated and new POS will be developed and submitted for State approval. 1c) Consortium level POS are developed and approved to meet instructors and consortium needs 1d) 85 % (170) secondary and (75) post-secondary faculty will attend the College In The Schools in-service. 1d) 4 CTE staff will spend 400 hours to develop/improve curriculum for CTE offerings in POS/BRIDGES Academies, CIS Courses, STEM courses, Advanced Standing courses and incorporate new and emerging technologies to meet Perkins IV requirements, and include all aspects of the industry. 1d) Students will better understand the workplace through Bridges Academy requirement of a work-place connection activity. Instructor observation and student surveys will provide qualitative & quantitative results. 1e) 20 CTE staff will implement best practices in their courses/programs as a result of professional development. 1g) Secondary and Post-Secondary CTE program equipment/ technology needs are evaluated. Utilize plan for replacement/update as funding allows in POS areas. 1h) Existing advanced standing courses will be reviewed. New courses will be developed. Almost 1500 students will have opportunities to participate in advanced standing courses. 1i) Technical Skill assessments will be administered to all 21 postsecondary CTE programs (where available). Seventy five secondary students will use TSA in state approved programs of study. 1j) Secondary equipment requests approved for FY17 funding must be substantiated by program advisory committees. 2a) The grant coordinators attend all Perkins and MACTA meetings/ conferences throughout the year, inform CTE faculty, liaisons, and incorporate best practices into grant activities. 2b) Perkins Consortium operational handbook will be updated and distributed to stakeholders. District CTE staff are updated and implement best practices. 2c) 21 Postsecondary and 23 districts CTE programs implement suggestions for improvement made by advisory councils. 2d) Students are prepared for the work force. 3) Club & organizational advisors and students demonstrate leadership and presentation skills at Regional, State, and National Conferences Competitions. 4) Perkins Leadership Council utilizes input from community partners (i.e. ABE, DEED, Rural MN CEP) 5) RPOS Rubric shows average of Level 2.5 subcomponents for the 10 elements. 6) All CTE licensed teachers have Program Approval from MDE prior to the deadline.	
Reallocation Explanation	
Post-Secondary Required Activities	\$22,489.00
Post-Secondary Permissible Activities	\$86,963.38
Post-Secondary Admin Cost	\$9,571.62
Post-Secondary Reserve	\$21,684.96
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$140,708.96
Secondary Required Activities	\$71,297.52
Secondary Permissible Activities	\$53,779.06
Secondary Admin Cost	\$11,148.80
Secondary Reserve	\$1,516.57
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$137,741.95
Total	\$278,450.91
Goal 1 Objectives 2	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology
Strategies	
Does not apply	
Outcomes	
Does not apply	
Measures	
Does not apply	
Reallocation Explanation	A notice of request for funding application was sent to all CTE program instructors in the consortium. Applications received were reviewed by leadership team to determine which requests would be funded. Requests were capped at \$1,000. Monies allocated to these requests will be used to fund requests for equipment, technology, student clubs and organizations in support of programs of study that would not be funded if these dollars were not available.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$9,123.70
Secondary Reallocation Reserve	\$1,227.65
Secondary Total	\$10,351.35
Total	\$10,351.35

Goal 1 Objectives 3	
Required/Permissive Uses 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 , R7 Initiate/Improve/Modernize Technology , R10 Collaboration
Strategies	
Does Not Apply	
Outcomes	
Does Not Apply	
Measures	
Does Not Apply	
Reallocation Explanation	A notice of request for funding application will be sent to all CTE faculty. Applications will be reviewed by the Academic Deans and CFO to determine which requests will be funded. Requests were capped at \$2,000. Monies allocated to these requests will be used to fund requests for equipment, technology, student clubs and organizations in support of programs of student that would not be funded if these dollars were not available.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$2,800.35
Post-Secondary Reallocation Reserve	\$2,483.96
Post-Secondary Total	\$5,284.31
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,284.31

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

2.1. Central Lakes Perkins Consortium, Central Lakes College, 22 secondary districts, and the Brainerd Lakes Area Chamber (Bridges Work Place Connection) collaborate to identify and provide job shadowing, an annual career fair, a Job Portal for student employment, Employer in the Schools, and Post Secondary Workshop activities for secondary students. These activities provide hands-on experiences, allow students to explore jobs within specific careers/POS and provide information to students about local work opportunities. The activities will also help students understand the high wage, high skill and high demand occupations in the region. Through these experiences, students are exposed to all aspects of the industry. It is through these activities that students might be encouraged to remain in the community.

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

2.2. All CTE programs, both secondary and post-secondary, have historically used Advisory Boards to review the curriculum within their programs to ensure relevancy of skills taught. Advisory Boards will be more critical to assist programs in defining the new and emerging careers and identifying foundational skills needed for the new programs of study. The Consortium will encourage and support joint Advisory Board meetings as a way of providing information and developing stronger partnerships between faculty groups and business partners. The Consortium CTE manufacturing, health, transportation, childcare, business, natural resources and media programs have linked advisory boards. The Consortium plans to continue the promotion of this practice in FY18 with other CTE programs. All 2018 secondary Perkins funding requests require Advisory Council Minutes attached. For equipment, 2018 secondary funding requests require Advisory Council's minutes document approval for equipment purchases.

2.3. To ensure that CTE programs are designed to meet the technical skill needs for high skill, high wage and high demand occupations, CTE programs with the assistance of Advisory Boards, review existing equipment/technology needs. Advisory committees serve as in the field experts when reviewing curriculum for applied learning relevancy. Purchases of state of the art equipment identified POS areas will be considered for Perkins funding. CTE programs will continue to also seek donations from business and industry. Additionally, area Chambers of Commerce and DEED have identified high skill and high demand employment in Region Five and have dedicated staff resources to assist with organizing job shadowing experiences for students as they learn about employment opportunities in their own communities.

As a consortium it is our intent to make certain there are no barriers to career and technical education for students no matter their status as is required by the Every Student Succeeds Act.

2.4. The Consortia, in collaboration with the Brainerd Chamber and Central Lakes College, sponsors the Bridges Career Exploration Fair. This year over 2700 students from the 23 Consortia districts and Area Learning Centers attended this career exploration event. 400 business and industry partners, CLC and M-State Program instructors, DEED, and the Rural MN CEP Workforce center staff took part in this event. 213 careers were represented. 45 VIP guests toured the career areas and experiences. Bridges instructors were invited to attend as VIPs. 17 total Bridges instructors were able to attend. Central Lakes College partners with 30 regional high schools to provide post-secondary educational opportunities (PSEO) for sophomores, juniors, and seniors. It is our observation that the time available for career counseling and advising is limited in many of our regional schools. Counselors frequently work with large numbers of students. In addition, a significant amount of counselor time is devoted to helping students address personal issues. This leaves little time for career counseling and advising. The situation is further compromised in many of the smaller rural districts where adequate funding is a major issue. Rural Minnesota CEP submitted a Career Advisors service grant to fund effective career counseling for high school students at the participating schools. This grant addresses a critical need by providing high school students with an opportunity to begin career planning in a systematic way and to develop important career planning and job seeking skills that will empower them now and in the future. Other important aspects of this grant are the identification of foundational skill deficiencies with KeyTrain that will allow students to address these needs while in high school and the documentation of skill attainment with NCRC. Most importantly, this career counseling augments the Bridges Career Academies and Workplace Connection program at the participating schools. The literature and our experience indicate that students (especially the academic middle students) need career pathways and career advising to be successful. This grant provides the critical third component and goes a long way to create a comprehensive system for students of the region. 15 consortia high schools participated in hosting the five career advisors to work with high school students. Advisors were assigned schools and worked with the district anywhere from 1/2 day per week to 3 days per week. The proposal builds upon the strong regional partnership between Rural Minnesota CEP, K-12 districts and higher education in an integrated way and aligns with related Minnesota Department of Education initiatives. This is truly an exemplary model to demonstrate employer, community, and educational partnerships. Central Lakes College is part of an NJPA Innovative Funding Proposal that was accepted to implement the AVID college and career readiness program in Region 5 High Schools, and at CLC. This program targets students in the academic middle--many of whom are CTE students--and provides them the academic challenge and support to reach their full potential.

2.5. Both secondary and post-secondary Perkins Coordinators serve on the Bridges Leadership Council. The post-secondary coordinator remains active with the Minnesota Concurrent Enrollment Partnerships (MNCEP) organization. Workforce Center leadership included the secondary Perkins coordinator sitting on their council and providing administrative leadership to the executive committee. Consortia district members are also involved at the local level in many civic and service organizations using their skills and knowledge to further the mission of CTE.

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

The Post Secondary Perkins Coordinator has had discussions with Chris Hadfield, Director of the Minnesota Transportation Center of Excellence, to pilot a Mobil Transportation Classroom that would disperse to high schools. We would pilot this project along with the Dakota County Perkins Consortium. His proposal has been approved by his Board and development of this occurred in 2016-2017. CLC's involvement in this project continues to be developed. I haven't heard from Chris recently about this project, but would like to be involved if possible.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
1) Establish a comprehensive curricula plan that integrates academic and technical skills resulting in increased student academic and technical skill attainment. 2) Increase CTE opportunities to Adult Learners 3) CTE students are provided the opportunity to participate in a variety of worksite experiences. (e.g. job shadowing, speakers in the classroom, internships, etc.) 4) Expand community outreach efforts through Service Learning and Civic Engagement Projects. 5) Expand, review, revise, and evaluate Bridges Academy courses. 6) Assist new CTE staff in licensure issues and completing program approval applications. 7) Partner with Rural MN CEP on providing College and Career Advising for Bridges Academy Programs. 8) Increase Bridges Academy instructor participation with all career fair opportunities provided by the consortium. 9) Pilot Transportation Mobile with the Dakota County Perkins Consortium and the Minnesota Transportation Center of Excellence for FY2018 implementations.	
Outcomes	
1) CTE instructors use negotiated targets and TSA results to revise curriculum and align academic and technical skills to achieve greater student success. Advisory Boards provide input to validate and/or improve secondary and post-secondary CTE programs. 2) Adult Learners receive training and support in partnership with Rural MN CEP, CLC Customized Training and post-secondary CTE Programs. 3) Bridges Workplace Connection organizes a large career fair and develops worksite learning activities that help students to understand all aspects of the industry and develop skill attainment in an actual job setting. 4) Post-secondary & secondary students gain experience in service learning and civic engagement by application of technical skills in project based-learning through a collaborative effort. 5a) Increase Bridges Academies by 10% or two additional high schools. 5b) Student and teacher end-of year surveys aid in continuous improvement. 6) All program area CTE teachers will complete Program Approval Process before November 1, 2017. 7) 72% of the students in a Bridges Academy will receive advising services from Rural MN CEP. 8) Bridges Academy students will complete activities as required by the Personal Learning Plan. Bridges Academy instructors will better understand various career pathways and advise their students accordingly by attending the Career Fair. 9). Successful planning and development phase for Transportation Mobile will be initiated.	
Measures	
1a) Advisory Boards minutes are required to be submitted when requesting secondary district funds and must include request for equipment. 1b) 100% of post-secondary advisory board committee members review department portfolio to ensure curriculum and technology and/or equipment used within the CTE program is based on industry standards. 2) CLC's Business & Industry Center's provides training that is specific to dislocated /incumbent workers in various technical skill areas. 50% of the participants surveyed indicate satisfaction of their training needs. 3a) 1400+ students participate in worksite opportunities that provide clarity for specific careers and job skills within clusters. 3b) 3,000+ students participated in career fairs and completed survey. 3c) 100% of the new Bridges Academy courses include workplace connection activities. Academy exit surveys will be conducted. Longitudinal studies are being developed. 4) A minimum of 277 secondary and postsecondary students participate in service learning/civic engagement projects. CTE instructors will report/share their outcomes at a Perkins Liaison meeting. 5a) Four new school districts are provided opportunities to complete Bridges Academies. 5b) Analyze data from student and teacher surveys and share with Bridges Academy teachers. 6) Additional CTE staff are eligible for Perkins funding and levy authority. 7) Track Bridges Academy Student involvement through a student satisfaction survey.7a) A longitudinal study will determine where students are after they graduated from Bridges Academy Program. Survey will be completed by all attendees. 8) 20 Bridges Academy instructors (that have not attended career fairs previously) will attend career fair opportunities within the consortium. 9).Transportation Mobile signs up pilot high schools for FY2018 program implementation.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$3,495.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reserve	\$20,606.57
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$24,101.57
Secondary Required Activities	\$400.00
Secondary Permissible Activities	\$28,500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$28,900.00
Total	\$53,001.57

Goal 2 Objectives 2	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology
Strategies	
NA	
Outcomes	
NA	
Measures	
NA	
Reallocation Explanation*	NA
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

*

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A & B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

3.1. Strategies employed to ensure access to and success of students in programs of study nontraditional may include such things as the assurance of a supportive classroom learning environment, developing learning activities that allow for modifications if the individual is not physically strong enough to complete the task, making certain that course objectives align with students interests and goals. This may require a pre-enrollment profile for each student to understand from their perspective what they are expecting and what is expected of them. Another strategy may be assuring the communications and assessment measures for performance, skills and knowledge are appropriate for all genders and learners. Access and success in POS for nontraditional by gender is critically important as students move forward with their education. Advocacy, counseling, intrusive advising and academic support services focused on nontraditional by gender populations are available for students enrolled in CTE programs. Secondary and postsecondary staff continue to encourage non-traditional students and provide informational materials, summer programming and connections with workforce centers. The college admissions process includes a referral to non-traditional services as a way of ensuring successful transitioning. I will continue to allot Perkins funds and resources are to support an advisor who would work with Non-Traditional students in CTE programs. Turnover and transition in positions at CLC have inhibited this effort thus far. Our involvement with the Institute for Women in Trades, Technology and Science is producing recruitment and retention plans that should bear results in the near future. Our goal is to double the number of females in our Welding program for 17-18. Girls in Trades VIP Tour was successful, and involved seven girls from four different high schools. We would like to hold this event in the fall and spring for next year. A male-focused tour for nursing or dental may also be developed.

3.2. Strategies employed to ensure access to and success of students include the identification of support coupled with appropriate measures/accommodations/resources and support necessary to ensure special populations receive access to the programs of study for placement in high skill, high wage and high demand careers. Central Lakes Perkins Consortium along with District Special Education programs, Upward Bound TRIO Programs, Disability Services, Central Lakes College Director of Diversity, META 5, and State and Local Veterans Resource Coordinators create a network of support for each student who needs it. Special Populations services will be provided to high school students through additional academic supports, career counseling and basic academic skill instruction to ensure success in CTE courses as required. As students transition to post secondary institutions, transition plans will be developed in partnership with the partnering institutions to provide consistent and needed support services through their special education IEP. The TIPSID grant was extended through the end of fall semester this year. Our Disability Services Director utilized Check N Connect strategies at the post secondary level to work with students in our Occupational Skills Program and students struggling with learning challenges. Additional activities such as Career Exploration Day, CLC Career Fair on the Brainerd and Staples Campuses, Day Camps, Service Learning and Civic Engagement Activities, and Nontraditional student support activities will be established to encourage Special Populations to enroll in appropriate CTE courses. Perkins funds continue to be put toward Read and Write Gold, a reading support software program that is made available to students in CTE programs at CLC.

Central Lakes College continues to benefit from a previous partnership with Ridgewater College and the Institute on Community Integration at the University of Minnesota, which received grant funding from the Office of Postsecondary Education and U.S. Department of Education to establish an inclusive and comprehensive model for engaging and retaining students with intellectual disabilities in higher education programs. Central Lakes College is positioned to support the following goals: to

provide opportunities for diverse student learners in inclusive, supportive and accessible environments; work cooperatively with local special education/transition programs and community service agencies; provide educational and vocational training opportunities; and small class sizes and an environment that support activities that give students the opportunity to enjoy an inclusive college experience. A student club that originated with this partnership continues to thrive at CLC. Known as the Socialability + Friends Club, this club served roughly 15 students with disabilities this year. We will continue this club for 17-18, and its events, including a partnership with the Brainerd School District's Community Ed Insight program for adult students with disabilities. CLC has also applied for a Title III Grant in partnership with the University of Minnesota to benefit at risk students with intrusive advising. We will be notified of grant dis/approval in October 2017.

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

3.3. Strategies to provide services for special populations include academic program content tutoring for CTE courses at both secondary and post secondary levels with emphasis on areas such as applied math and reading. This strategy recognizes the need to integrate technical and academic skills. Students with disabilities are provided accommodations appropriate for their specific needs as well as other advocacy and employment supports. Secondary districts provide special education services and transition planning for students as defined in the Individual Education Plan. All services direct efforts toward the removal of barriers to student success. SmartThinking's online tutoring service for college students serves to increase student achievement and improve student retention. Post secondary funding provides note-taking and peer tutoring services to CTE students. Learning outcomes have not been formally measured but we're optimistic that these applied strategies have contributed to students' success in CTE programs.

3.4. A well written and effective non-discrimination policy is the most appropriate evidence we offer as it applies to non-discrimination based on status. The Central Lakes Perkins consortium lives under the following, "CLC is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited." Using this policy guides our non-discrimination practice and holds us accountable to our students and others regarding non-discrimination.

3.5. Access to high-skill, high-wage, or high-demand occupations leading to self sufficiency requires that all partners working with individuals with disabilities or in a non-traditional career field are engaged in the process. Engagement measures may include making certain that appropriate assessments have been used to guide the students into the field of study; making certain that students know their rights as a person with a disability and/or if they are trained in a nontraditional career field; making certain their educational pathway is aligned with the needs of business and industry; assisting individuals to find the right opportunity and not settling for less; making certain students know what is needed to do the job and being able to provide evidence of capabilities; and once the placement has occurred with assistance from the educational partner making certain the individual is part of an engaged network of success stories.

3.6. The responsibility for expectations for all learners being consistent resides with the educational institution and the instructor of the CTE course/curriculum. As a consortium, curricular plans are developed following the guidelines provided for program of study levels of assessment, the learning outcomes including skills and knowledge expected for employees by business and industry members who serve on our advisory boards and other product industry standards. Accommodations provided should not equate inconsistency of expectations for learners.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R5 Professional Development
Strategies	
1.) Increase completion rates for all special population learners and non-traditional learners by providing support services that enhance opportunities for student leadership, academic and skill attainment. 2) Increase enrollment and retention for students with disabilities in CTE programs. 3) Increase enrollment, retention, and completion of students non-traditional by gender, students of color, veterans, and students with disabilities in CTE programs. 4) Increase special population enrollments in CTE programs after high school graduation. 5) Support license fee for Read/Write Gold, a reading support tool. 6) Increase outreach and communication to prospective CTE at the post secondary level.	
Outcomes	
1) Special population students complete and demonstrate increased academic and technical skill success as a result of effective support services and resources. 2a) Post-secondary students with intellectual disabilities increase and enhance their social opportunities and inclusion within the college community through the Check & Connect Program (TIPSID grant) 2b) Various student-engaging activities conducted for students with intellectual disabilities with the goal of preparing them for college success. 3a) Nontraditional students benefit from work connection activities and support groups. 3b) Students are exposed to various hands-on activities in a variety of career fields by attending either or both Bridges Career Exploration or CLC Career Fairs. 3c) Increased enrollment and retention is gained when special population students participate in college-sponsored activities and events, and services that provide awareness, support, and education. 4) Informational Sessions regarding Articulated and Concurrent course options to students and parents increase awareness and numbers of special population students enrolling in CTE programs. 5). Students receive reading supports and strategies through Read/Write Gold.	
Measures	
1a) 100% of special population students receive resources and support services (special accommodations) not covered by other resources or agencies. 1b) PAR reports document identified special populations' services which may include: transition services, intrusive counseling and assessment, note taking services, equity services, disability accommodations, tutorial services, and interagency collaboration services. 1c) 20% of secondary concurrent enrollment and postsecondary students enrolled will use SmartThinking or a comparable on-line tutoring system. 1d) 100% of the Postsecondary CTE faculty to receive training to ensure employees have information in special populations in the areas of: diversity, mental health, veteran's issues, and disabilities. 1e) Central Lakes Consortium requests assistance on non-traditional participation and completion. 2a) Students with intellectual disabilities will participate in opportunities and activities that promote social awareness and connection in the college community. A post-activity student satisfaction survey will be administered 3a) A minimum of two CLC Career fairs are held for 1000 students from 15 consortia	

districts. Student satisfaction survey is conducted after each event. 3b) a 3% increase enrollment and/or retention of non-traditional students are obtained. 3c) SmartThinking participation and usage is tracked for effectiveness. 4a) 800 parents and students attend high school meetings in 13 high schools resulting in a 6% increase in special populations in CTE courses. 4b) A minimum of 500 special population students will receive college option materials. 5). Students improve reading skills through Read/Write Gold.

Reallocation Explanation	
Post-Secondary Required Activities	\$3,900.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,900.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$4,900.00

Goal 3 Objectives 2	
Required/Permissible Uses of Funds*	R5 Professional Development
Strategies	
NA	
Outcomes	
NA	
Measures	
NA	
Reallocation Explanation	NA
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Narrative

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

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]/i-
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

4.1. The consortium acknowledges that flexibility in student schedules is a recognized goal. However, it is not a goal the consortium controls. It needs to happen at the district level and at the college level. A limited amount of flexibility is occurring is through on-line courses that take place outside of the confines of the core school day. These courses record live classroom interactions that students can view (and review) on their own schedule. CLC piloted this LiveOnline Delivery model last year. Students were able to attend these courses in three ways: attending face to face in the physical classroom; accessing the live stream through D2L; or watching the recorded class meeting later. If they are unable to attend in person or if there was content concepts they did not understand, they can view a recording of the class meeting to hear a lecture or discussion, to have a second opportunity to hear the information. Many students use this also to review for an exam. CLC will offer 12 LiveOnline courses for summer and fall semester next year, including College Algebra, Intro to Engineering, Medical Office Procedures and Medical Records Management, Accounting Principles, Healthcare Information Systems, Intro Diagnosis/Proc Coding and Healthcare Management and Organization.

Formats that provide access for students, CTE instructors work with administration to schedule CTE courses that work into a student's schedule. To augment these CTE local options, College in the Schools courses taught at the high schools collaborate with CLC college CTE faculty. Consortia districts continue to utilize inner-connectivity via technology. Interconnectivity increases, allows and builds student capacity in CTE courses. Post secondary has developed CTE courses with on-line options for high school and adult learners allowing for flexibility and access to CTE programs. CLC continues to provide PSEO online course offerings. The College offers career and technical and liberal arts courses online via PSEOnline: <http://www.cicmn.edu/pseo/> Online College in the High School courses are available for CTE courses to all Perkins consortia districts. OCHS Website: <https://distanceminnesota.org/app/custom/students/ochs/index>. Flexibility scheduling and formats options are available for students in the consortium. A study is currently being done in collaboration with MinnesotaState institutional research and OCHS to measure student success related to online learning and its contribution to post secondary enrollment. Results will be available in fall of 2017. These results will provide valuable information as it relates to specific areas of study including CTE and their contribution to student persistence.

CTE student clubs and organizations have a strong influence on students in their local schools and beyond. An identified strategy for strengthening these opportunities is to schedule these at times not in direct conflict with other co-curricular activities.

4.2.A. Implementation of continuum of service provision relative to POS: Programs of study within career fields offer high school students courses in career pathways focusing on the high demand, high skill and high pay occupations in Economic Development Region Five. Secondary faculty teaching CIS courses are required to attend an annual discipline-specific, in-service to review college curriculum related to the course, learn/practice technical skills taught in the course and develop curriculum related to course objectives. CLC faculty provides ongoing mentorship to the high school faculty during the academic year. The overall goals include the development of common course outcomes and college-wide assessment that can be replicated across all courses. This ensures common skill development across all courses and programs of study. CTE programs are guided by joint advisory committees, made up of stakeholders from business and industry, students, parents and college and high school instructors.

4.2.B. Implementation of continuum of service provision relative to early college credit opportunities: Central Lakes Perkins Consortia will continue its membership in the CTECreditMN.org consortium for the FY2018 school year. A training session in the fall for CTE High School and College faculty that demonstrated how CTE teachers could enter articulated courses on the web-site. Follow up discussions have indicated that this membership has been successful and the number of students is increasing. Secondary options also include course offerings for college credit through College In the School (CIS), Online College in the High School (OCHS) and advanced standing articulation. These courses are designed to articulate into at least one CTE program of study at a post secondary institution. Many of the Bridges Academy courses articulate into several postsecondary CTE programs allowing the high school student greater flexibility in their career choice. Programs of study courses teach technical and foundational skills for a variety of career pathways. The courses are designed to matriculate to other post secondary institutions. Postsecondary admission services provide web based applications to external agencies. Services include application, assessment and registration which allow prospective students the ability to enter CTE programs regardless of their geographic or remote location. Work-based learning is incorporated in the programs of study using internships, or group job shadowing activities. These work-based activities are designed to serve as an informal review of technical skill attainment for students under the direction of business and industry partners. In the fall of 2016, the secondary consortium completed a study relating to the student clubs and organization opportunities. Through this study it was determined that CTE student clubs and organizations needed to expand to serve students who were actively involved in extra-curricular activities. Some of the suggestions derived from this study included offering students an opportunity to meet during lunch hours, before school and/or at times that did not compete with other student endeavors. This information was shared with CTE student clubs and organizations advisors. Another outcome of this study identified creating mentoring opportunities between new advisors and seasoned advisors within their schools. At the college level, CTE programs utilize applied learning environments such as labs and internships to enhance the continuum of service required.

4.3. Perkins funds supported CLC's Student Service's Student Welcome Day. Welcome Day is a day set aside for new students and their families to get connected to supplemental support services, receive advice and information related to their first semester of courses, receive financial literacy instruction, and opportunities to connect with CLC student life clubs and organizations. Most of CLC's incoming freshmen students are first generation students who lack experiences, information, and the social capital needed to ensure their success. Welcome Day is designed to try to meet some these needs. We plan to continue funding this initiative for FY18.

A high school Senior Transition Workshop was held in collaboration with CLC's TRIO Program, Student Services (Diversity, Disabilities Services, Financial Aid, Student Life, etc.). Secondary and postsecondary Perkins coordinators co-hosted/sponsored this event focusing on student transition. It is through this workshop that seniors will understand what is needed to be "college ready." The seniors will understand what is needed to be a successful college student and a basic understanding of resources available on college campuses to ensure their success. The workshop offers seniors the opportunity to connect with a variety of college leaders who are willing to serve as mentors. These workshops are held in two districts with high ethnic diversity.

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

4.4. Central Lakes College through their College and Career Studies Department, offers courses that are designed to assist students in learning college and career strategies and life management skills. The courses help students identify personal, education, and career goals as well as making satisfying decisions for transition to the workforce as productive members of society. The learning and self-management skills developed in college and career courses can serve students for a lifetime. Examples of these courses include: Money Management Skills, Thinking, Learning and Communicating; College Success Skills; Employment Strategies; and Career Planning. We developed a MOU with Brainerd High School this year that recognizes students who take BHS's Math Transitions course--and receive 80% or higher--as being college math ready. In other words, they are not required to AccuPlace in order to college level math. We would like to expand this model in other districts, as well.

4.5. A brokering of services process is utilized between member districts and across consortia partners to ensure smooth transitions within programs of study, career pathways and career clusters. This requires continued collaboration with partnering consortia, to continue agreements and successful partnering strategies that were developed, in place and utilized by students in the past and continue today. In addition, the consortium will explore similar agreements in construction trades with neighboring postsecondary institutions. This brokering of services is demonstrated through collaboration between M-State/Wadena Campus and Central Lakes College by offering CLC Career Fairs for Perkins high schools at both Brainerd and Staples campuses and the Bridges Career Exploration Fair. All Bridges Program fact sheets outline all Minnesota State institutions where students can continue their POS continues at the postsecondary level. Members of the partnership's leadership team will attend meetings and implement strategies relating to programs of study, articulation and the use of and expansion of all types of postsecondary credit experiences for the high school students. Link to CLC CIS partnerships/service area: <http://www.clcmn.edu/cis/partners.html> CLC received a NJPA Innovative Funding Grant last year whose goal was to strengthen the High School-College CTE collaboration through joint research of Open Educational Resources for CIS courses. This grant was deemed successful and a plan is in place to renew it for FY2018.

4.6 CLC has an advisor specifically for veterans. She practices intrusive advising, and makes sure to track veterans's academic progress. She also works coordinates closely with VA standards and expectations particular to each program. Students must meet established goals to remain eligible for VA benefits and services. Changes are tracked and monitored with the VA. Chapter 33 grad rates are reported to the VA at the end of each term. This advisor also works closely with outside agencies, such as MN Dept of Veterans Affairs, County Vet Service Officers, MAC-V, and local VFW and American Legion and service organizations. Their contributions help make CLC's Vet Center possible.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition
Strategies	
1) Increase web and technology use to CTE programs and services. 2) Promote the vision of CTE within consortium districts and within the region. 3) Collaborate with educational institutions, business and industry, community organizations, agency and military partners to promote and improve CTE in our consortium. 4) Sustain and expand CTE course offerings through CIS, OCHS, and Advanced Standing Articulation Agreements and BRIDGES Academy courses. 5) Collaborate and co-sponsor Senior Transition Workshop. 6) Maintain and expand Career Advising Project to additional consortium districts. 7) Utilize CTECreditMN.org for all articulated courses. 8) Support Reality Store for districts requesting funds. 9) Pilot "Bring Your "A" Game to Work in at least three additional Bridges high schools. 10). Explore further expansion of college ready reading and math courses at additional high schools. 11). Students better understand the financial reality of post high school living.	
Outcomes	
1a) MCIS is utilized in CTE programs and the required PLP. 1b) Distance education services and web conferencing capabilities are available to schools in the consortia. 1c) Increase online PSEO CTE course offerings. 2a) Bridges Leadership Council supports and promotes the Bridges Academies and Workplace Connection in consortium high schools. 2b) Perkins Coordinators, college president, and secondary/postsecondary serve on chamber education committee, workforce council, and youth council. 2c) Students participate in CTE course offerings through College in the Schools, OCHS, and CLC online. 2d) Students participate in a POS through Bridges Academy courses. 2e) Students are better prepared for career choices and transition through various hands-on activities by attending various career and technical career fairs. 3a) Partnering agencies (Workforce Investment Board, Workforce Council, RMCEP Youth Council, and Bridges Council, (a subdivision of Brainerd Lakes Area Chamber of Commerce)) are aware of Perkins role and activities through participation of CLC President, Perkins secondary and postsecondary coordinators, postsecondary faculty and secondary instructors. 3b) Office of Veterans Affairs local and state offices ensure veteran's needs are met. 3c) Use of DEED/LMI information improves development of POS to meet regional labor market needs. 4a) Students participate in rigorous and relevant CTE courses through CIS, Advanced Standing courses, BRIDGES Academy courses, and on-line learning opportunities. 4b) Relationships among CTE secondary instructors and postsecondary faculty, counselors and administrators improve student learning and skillful instruction. 5) Students participating in the "College Transition Workshop" understand what is needed to be "college-ready." Duplicate successful College Transition Workshop model to other consortia districts. 6) Partner with Rural MN CEP to seek funding and resources to expand Career Advising Project to additional consortium districts. 7) Students have access to articulated course documentation through CTECreditMN.org 8) Students better understand the financial responsibility through participation in the Reality Store. 9). Expand implementation of reading and math courses at area high schools that count towards college reading and math prerequisites for FY2018. 11). Improve and grow CLC LiveOnline course offerings for FY2018. 12). All articulated courses will be entered by the teacher into CTE Credit MN data base. 13) All CTE students will use MCIS to assist with their required PLAN. 14) Students from six consortium high schools attend a Reality Store event organized by two high schools.	
Measures	
1a) 22 districts (100%) utilize career assessment measures to meet student plan legislation. 1b) 10 districts utilize web-conferencing for sharing of instructional resources, maximizing class offerings, and web-conferencing between sites. 1c) 30 PSEO online CTE courses are offered. 2a) 250-300 students complete a Bridges Academy in year four and are recognized with certificate, graduation cord at a high school recognition ceremony. 2b) Reports are presented to Perkins Liaison and Leadership Team. 2c) 250 students successfully complete CTE College in the Schools courses. 2d) 2300 students complete a minimum of one Bridges Academy course. 2e) A minimum of two CLC Career fairs are held for 1000 students from 15 consortia districts. Student satisfaction survey is conducted after each event. 2700 students will attend Career Exploration Day and complete surveys. 3a) Through minutes and oral summary the Perkins coordinators and college president share pertinent information with the Perkins Leadership team and liaisons and postsecondary faculty/staff from the Workforce Council and Board, RMCEP Youth Council and Bridges Council. 3b) Postsecondary Perkins coordinator will meet with the Veteran's Resource Center personnel as needed and ensure that Veteran's needs are being met or supported. 3c) Two new consortia POS are developed and implemented to meet foundation knowledge and skills needed in all of Business and industry and to meet labor market needs in the region. 4a) The number of CTE courses offered through CIS will remain stable. 4b) The number of CTE courses eligible for advanced standing articulation agreements will remain stable. 4c) 200 secondary, 75 postsecondary combined staff, faculty & administration will attend annual CIS In-Service. All in-service participants complete surveys to evaluate satisfaction levels and to solicit comments and suggestions at the conclusion of the event. 4d) 50 Bridges Academy instructors and 10 high school counselors will attend the annual summer workshop. 5) Students will be given a Pre and Post Survey indicating an increased awareness in College Readiness. 6a) Through RMCEP/NJPA, funding for one additional Career Advisor is secured. 6b) Students in five additional districts have access to Career Advising (grades 9-12). 6c) Student satisfaction exit surveys are conducted and evaluated with Bridges Career Academy students. 7) 100 students will access CTECreditMN.org 8) 300 students have a better understanding of the financial responsibilities in the real world. 9). Expansion of current college ready reading and math courses at the high school level. 10). Number of CLC LiveOnline courses, and enrollment in these courses, for FY2018 increases. 11). Students with articulated course credits will access their information on CTECreditMN web site. 12) Students are better prepared for career and college as they leave high school. 13) Students better understand the realities for financial management and contingency financial plans after participating in Reality Store.	
Reallocation Explanation	
Post-Secondary Required Activities	\$12,014.80
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,014.80
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$10,550.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,550.00
Total	\$22,564.80
Goal 4 Objectives 2	
Required/Permissible Uses 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 , R10 Collaboration, R11 Articulation
Strategies	
NA	
Outcomes	
NA	
Measures	
NA	
Reallocation Explanation	NA
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00

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

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

*

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

5.1. The Perkins Leadership Team guides consortium activities, reviews district funding requests and assists with grant activities. The Perkins Liaison group meets bi-monthly to share and review district information and activities, as well as state updates regarding Perkins. At least one of these groups meet monthly to guide consortium activities. The two coordinators meet and jointly develop and write the Perkins grant application and the end of the year report. A secondary survey was developed for CTE teachers. This survey gathered information on advisory councils, student organizations, senior high courses offered, POS information, and articulated or concurrent enrollment courses, and CTE Bridges Academies. This information will be compiled and shared with district liaisons. Information from this survey is incorporated in this report. The consortium has never conducted a formal assessment of consortium systems and operations. Anecdotally, we have received input from our stakeholders on a regular basis that we have used to guide our practices. As we look to 2018, we will develop and implement a more comprehensive self assessment system for our consortium. The leading study will be with prospective and current CTE students. Topics of study with this population will begin with determining student level of interest in CTE learning opportunities and will also include student perceptions of CTE course value, rigor, and what might be suggested for enhancement of CTE curriculum. These assessments will assist our consortium in effective planning and implementation. In progress as this is written is a collaborative study on student success after high school relating to CTE courses delivered by Distance Minnesota. This collaborative study is being done by Minnesota State institutional research and assisted by OCHS. The results will be available late summer of 2017.

5.2. Perkins consortium data will be continually analyzed for program improvement. The data will be used to target activities, courses or POS areas that are in the need of improvement. The Secondary Perkins Coordinator disaggregates data by sub-groups to assist in meeting performance indicators. Districts are reminded to report TSA data as required. Data collected from student surveys (Career Fairs, Bridges Academies, CIS student surveys, etc) is posted on college website and the Bridges website (NEED college and BRIDGES weblink). All CTE teachers with approved programs send us a list of the CTE classes, grades 9-12 they taught this current year. Five year program review was began in FY2017 and will be completed prior to November 1, 2017 for all programs of study in the consortium.

5.3. We will contact each district's MARSS reporter with the teacher, courses and codes they must use when the report Perkins CTE data for 2017. Data collected is used for CTE Program improvement, for future decision making, and for Perkins reporting and evaluation. Both secondary and postsecondary have added administrative assistant support positions to assist in gathering, disaggregating and analyzing data and other supportive duties. These persons will prepare reports to present to administration, faculty, and staff. The difficulty that the stakeholders continue to face is the increased state requirements for high school students resulting in fewer CTE options for students. In addition, reduced funding for high school districts and colleges makes it difficult to maintain currency for CTE programs. The increase in District CTE levy authority has increased the numbers of teachers and districts seeking CTE licensure for their teachers and requesting help in completing the program approval process. The ability to find CTE licensed staff is an on-going concern. The CIS Program surveys all CTE courses at the end of each term, along with periodic CIS instructional, counseling, and administrative surveys.

5.4. Secondary and post-secondary Perkins work together to jointly finance and provide opportunities for students related to CTE and for professional development of instructors and others who work with CTE students. This includes an annual College in the Schools In-Service, annual Bridges Academy Workshop, articulation meeting, student career fairs, and other shared budget activities. In addition, Perkins funds support CTE instructors to attend CTE Works Conference and program-specific conferences. The consortium encourages CTE instructors to participate in MinnState/MDE sponsored POS development. NJPA provides various wrap-around services for our Bridges Academy instructors such as coaching, advising, and financial support for activities. We will continue to partner with Rural MN CEP with the career-advisor project.

5.5 Central Lake Perkins Consortium has a long history of collaboration and cooperation to benefit participating members. The two coordinators meet and jointly develop and write the Perkins grant application and the end of the year report. The Consortium has an active Perkins Liaison group made up of one CTE representative from each member district and representatives from Central Lakes College, Brainerd Lakes Area Chamber of Commerce and the Bridges Academy project. Central Lakes Perkins Secondary and Post-Secondary Coordinators collaborate extensively with many initiatives. Examples include: Bridges Career Fairs, joint secondary and post-secondary advisory boards, which includes budget development pertaining to jointly sponsored activities (articulation, service learning, transition workshop, monthly meetings). Members of ABE, the Workforce Center, Rural MN CEP, DEED and other applicable agencies are invited to attend either the Leadership Team or the Liaison meetings as appropriate. Technology Mobile is supported by National Joint Powers Alliance (NJPA), CLC and MState. Technology Mobile is an outreach program for K-12 school districts to build career enhancements aligned with state standards and aligned with career cluster pathways. The program utilizes project-based learning, is interdisciplinary and teaches real world, applications of STEM related curriculum. This program will expand from three pilot schools this year to eight schools for 2017-18. Other programs funded by NJPA include career and college readiness, Rural MN CEP career advisors, Bridges Academies/Connections, and Open Educational Resources in concurrent enrollment.

A grant from the Minnesota Office of Higher Ed was used to promote greater concurrent enrollment opportunities within CTE. Grant funds will be used toward planning and development of graphic arts and child development courses Staples-Motley and Pillager High Schools.

5.6 We have developed a vision for CTE in our region that includes increased concurrent enrollment programming, on-line courses, joint advisory board partnerships, sharing of CTE resources across secondary and post-secondary institutions and increased Advanced Standing Articulation agreements. The structure allows for regular meetings to keep high school administration and all CTE staff informed. The leadership team is completing the development of an operational handbook for consortia management.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissible Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R7 Initiate/Improve/Modernize Technology , R10 Collaboration, R11 Articulation, P8 Teacher Preparation, P9 Alternative Formats, P10 Student Transition
Strategies	
<p>1) Collaboratively develop assessments of consortia student satisfaction, systems and operations.</p> <p>2) Continue to increase and explore alternative delivery methods to allow for maximum accessibility for CTE course/program access among partners.</p> <p>3) Continue effective communication among consortium members.</p> <p>4) Provide communication to principals, business managers, superintendents and college personnel as it relates to overall budget expenditures and district fiscal responsibilities.</p> <p>5) Processes and practices are in place to ensure consortium members understand Perkins requirements and consortium funded activities in the five goal areas.</p> <p>6) Develop and conduct College in the Schools (CIS) surveys (CTE courses) for high school students, instructors, counselors, and principals.</p> <p>7) Strengthen programs and courses in CTE through partnership between secondary, postsecondary, business and industry, Brainerd Lakes Chamber of Commerce, NJPA, and MN Rural CEP.</p> <p>8) Support principals CTE advisory group.</p> <p>9) Utilize pertinent data for decision making and improving services.</p>	
Outcomes	
<p>1) Consortia assessment of student satisfaction, systems and operations will include targeted measures for support and growth of CTE efforts. 2) Support alternative delivery methods including ITV delivery, CLC PSEOnline and OCHS online CTE options. 2a) Perkins Leadership Team and Liaisons provides guidance and input for effective and pertinent Perkins activities and disseminate information to teachers and administrators in their district. 2b) Secondary Coordinator meets with district business managers, as requested, regarding UFARS coding for Perkins revenue/expenses and levy/ revenue, and MARSS personnel for TSA reporting and Perkins data reporting. 3a) Ongoing communication is provided to CTE instructors, principals, business managers, MARSS coordinators, counselors, superintendents, and college personnel regarding Perkins Activities. A secondary Perkins Handbook will be provided for district personnel affected by Perkins activities. 3b) Accurate and complete district fiscal reports are available for consortium coordinator and MDE. 4a) Review of accountability indicators as completed by Perkins Leadership Team. 4b) Strategies to meet negotiated targets are developed by Perkins Liaisons and Post Secondary faculty and administration. 4c) Grant activities are reviewed with Perkins liaisons and Post Secondary faculty and administration. 5) CIS survey data is used to improve learning and instruction in CIS courses. 6) Joint advisory meetings for program improvements and alignment between secondary and postsecondary and business and industry partners. 7a) Consortium provides PD opportunities and supports CTE faculty attendance at CTE related PD workshops/conferences. 7b) Consortium provides HS Principals opportunities to collaborate on CTE issues/concerns relative to our consortia CTE programs 8) Consortium and districts use data for program improvement and increasing services to students.</p>	
Measures	
<p>1) CTE staff will use new technology for alternative delivery of CTE courses between high schools. 2a) 11 Leadership Team members will meet bi-monthly. 23 district liaisons (100%) will meet a minimum of 4 times annually and receive monthly minutes of the Leadership Team and liaison meetings. 2b) District Perkins revenue/expenses are accurately coded to object code 628. 2c) Perkins Operational Handbook is completed and distributed to all affected Perkins partners. 2d) Perkins coordinators provide ongoing communication through meeting minutes, on-site and electronic correspondence with appropriate parties at 23 districts and the college level. Principals receive leadership team/liaison minutes. Coordinators present to administration. 3a) 23 district liaisons and four post secondary representatives are active members of Consortium attending a minimum of 80% of the monthly meetings and understand Perkins fiscal grant requirements. 3b) Perkins fiscal expenditures are reviewed annually with members and administrative partners. District Perkins revenue/expenses are accurately coded to object code 628. 3c) Perkins secondary coordinator meets with 23 district fiscal managers, MARSS personnel, and administration as requested, regarding CTE and Perkins fiscal responsibilities. Perkins Handbook is reviewed regarding fiscal responsibilities. 4a) 100% of consortium members will implement Perkins 2017 plan goals. 4b) State assistance identifies strategies for best practices for implementation to meet negotiated targets. 4c) Outcomes are implemented according to plan. 5a) All CIS participating districts in the consortium will be surveyed. Student Survey results are posted to college website for school districts to review. 6a) Improved courses and programs are the result of joint advisories. 6b) Students are prepared for the employment needs of business and industry. 7a) Implementing new findings and performance on negotiated targets improves through data analysis and training. 7b) High School Principals continue to meet to address CTE concerns at the high school level. 8) The Consortium improves services to students through using data. 8b) Consortia performance targets are met.</p>	
Reallocation Explanation	
Post-Secondary Required Activities	\$6,931.97
Post-Secondary Permissible Activities	\$14,964.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$21,895.97
Secondary Required Activities	\$18,286.65
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$27,578.25
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$45,864.90
Total	\$67,760.87
Goal 5 Objectives 2	
Required/Permissible Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation
Strategies	
NA	
Outcomes	
NA	
Measures	
NA	
Reallocation Explanation	NA

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

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)	\$0.00

Calculate Goals

Do you want to calculate all budget goals?* No Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$22,489.00	\$86,963.38	\$9,571.62	\$21,684.96	\$2,800.35	\$2,483.96	\$145,993.27	\$71,297.52	\$53,779.06	\$11,148.80	\$1,516.57	\$9,123.70	\$1,227.65	\$148,093.30	\$294,086.57

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$3,495.00	\$0.00	\$0.00	\$20,606.57	\$0.00	\$0.00	\$24,101.57	\$400.00	\$28,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$28,900.00	\$53,001.57

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$3,900.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,900.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$4,900.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$12,014.80	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$12,014.80	\$0.00	\$10,550.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,550.00	\$22,564.80

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$6,931.97	\$14,964.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,895.97	\$18,286.65	\$0.00	\$0.00	\$27,578.25	\$0.00	\$0.00	\$45,864.90	\$67,760.87

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$48,830.77	\$101,927.38	\$9,571.62	\$42,291.53	\$2,800.35	\$2,483.96	\$207,905.61	\$90,984.17	\$92,829.06	\$11,148.80	\$29,094.82	\$9,123.70	\$1,227.65	\$234,408.20	\$442,313.81

Secondary Supplemental Budget Sheet

Description	File Name	File Size
CLC Consortium Secondary Budget sheet	Secondary-Budget-Supplemental-Sheet 2017.2018 v1.xlsx	70 KB
CLC Consortium Secondary Budget sheet	Secondary-Budget-Supplemental-Sheet 2017.2018 v1.xlsx	70 KB
CLC Consortium Secondary Budget sheet	Secondary-Budget-Supplemental-Sheet 2017.2018 v1.xlsx	70 KB
This file includes requested revision to CLC consortium secondary budget.	Secondary-Budget-Supplemental-Sheet 2017.2018 v2.xlsx	77 KB

Secondary Budget Reallocation

Description	File Name	File Size
Secondary Budget Reallocation for Central Lakes Consortium.	Secondary-Budget-Supplemental-Sheet 2017.2018 v3 with reallocation.xlsx	77 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,000.00
Totals	\$20,000.00

Coordination Time for Perkins Grant

Secondary

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

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

Coordinator Budget:* \$27,578.25

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 30.0%

Coordinator Budget:* \$30,304.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Mary Ward	Secondary Perkins Coordinator		\$27,578.25	wg_Perkins Secondary Coordinator position description.docx
To Be Named	Secondary Perkins Administrative Assistant		\$7,028.58	wg_Secondary Perkins Admin Assistant.docx
Sharon Parker	Business Office Support		\$5,396.88	wg_Sharon Parker Perkins Job Description.docx
Rebekah Kent	Dean of Career and Technical Education		\$30,304.00	wg_Kent Rebekah Dean of Brainerd Career Technical Programs and Customized Training July 2017 Revised w Perkins.docx
To be hired	Office Specialist		\$14,446.00	wg_Lehman Sampada Sec Rel PD July 2016.docx
Paul Preimesberger	Director of Secondary Relations	FY17 Coordinator, PD requested	\$0.00	wg_Preimesberger Dir of Secondary Relations June 2017.docx
			\$84,753.71	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1S2 – Academic Attainment in Math
Action Steps to improve the performance	
Through review of the districts whose actual numbers were below the 90 percentile, we will work with CTE instructors to identify those areas of integration of certain math skills for applied learning opportunities. Close attention will be paid to assessment of these strategies. It is noted that females in this group were 3% lower than the male students in the group suggesting that some of the math skills necessary for success are unique in CTE curriculum. An action step to assuage this characteristic may be to pre-test math knowledge and skills with this sub-group for competencies in this curriculum.	
Resources Needed	MDE/MnSCU professional development assistance is requested that includes specific examples of strategies for math competency attainment in working with small districts. Perkins funds will be allocated for district and consortium activities to support improvement of math skills and knowledge with CTE students. This process will be assisted by administrative data assistant.
Timeline	Beginning in the fall of 2017 and continuous, consortium will seek assistance from MDE/MinnState for recommendation of appropriate curricular strategies and their application.
Person(s) Responsible	In collaboration, MDE/MinnState and Central Lakes consortium will work together to address 1S2.
How will progress be documented?	Progress will be measured and documented through self report of instructors who have modified curriculum to include additional math learning strategies as well as grades reported for CTE students in CTE and math courses as applicable. MARRS data will be monitored at the end of each grading cycle to measure progress.
Sub-populations or groups where gap exists:	The gap includes all CTE population who do not meet the math requirement. It is noted the gap is greater with female students. students with disabilities, economically disadvantaged and students of color. It is also noted that while they did not meet prescribed threshold nontraditional students attained a higher % level than any other sub group.
Describe any contextual factors that might contribute to this gap:	Factors that might contribute to this gap may include: 1. low student numbers needing specialized learning opportunities, consequently they are not offered. 2. A lack of preparedness for the rigor of the applied math required for CTE coursework. 3. Lack of engagement due to factors attributed to low SES. 3. Lack of time and support from local CTE instructors to assist with individual student on math skill attainment.
Further Information	
Stakeholders involved in this process were other Perkins colleagues, CTE instructors, Perkins mentor and mentee as well as a study of literature and research related to math skill attainment.	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	3P1 – Student retention or transfer
Action Steps to improve the performance	
Central Lakes College will provide advising services for all CTE students. Faculty in CTE Programs will also provide advising support, along with staff. As part of the Student Success Committee's work this year, strategies were devised around having every student develop a support network of at least three CLC personnel. We hope to implement these strategies for 17-18. Perkins funds may be used to	

develop Student Welcome Week and Orientation sessions more targeted to CTE student populations. CLC applied for a Title III Grant which would provide additional advisors on campus to target at risk student populations.

- CLC is part of an NJPA Innovative Funding grant application to bring the AVID Program on campus, which focuses on retention strategies for students in the academic middle.
- Continued collaboration with CLC's Career Counselor and other Student Services Departments to develop and sustain retention strategies.
- Staff and Faculty PD for Retention Strategies.
- An improved Student Concern Process
- Utilize State Perkins Resources under Goal 3, such as Mini Sessions for Improving Retention and Completion and the PIPE Program.
- Retention of CTE students will be of particular focus this year for our Academic Advisors. We are moving back toward a more relational model of advising, including moving advisors to a more accessible and receptive space. This should improve our retention efforts.
- Continue to promote "Read and Write Gold" reading intervention program with CTE students.
- Continued visuals that promote student retention

Resources Needed	Perkins Grant Funds to support activities. System Office assistance and resources. NJPA Innovative Funding and Title III Grants will contribute to some of the strategies.
Timeline	June-August 2017: retention strategies with Advisors; Student Welcome Week planning; Faculty In Service Planning and Implementation; August-September: needs assessment with departments; October - May: Program and strategy implementation
Person(s) Responsible	Perkins Post Secondary Coordinator CLC Advisors CTE Faculty Student Life Director Career Counselor Post Secondary Admin Assistant
How will progress be documented?	PAR Reports, Survey Data, on going data comparison and analysis of retention rates.
Sub-populations or groups where gap exists:	Non trad by CTE programs (gender) Economic 1st Gen students Labor market
Describe any contextual factors that might contribute to this gap:	National and state trends Regional economic and labor needs Increased number of part time students Preference for traditional career paths
Further Information	
Stakeholder involved include Post Secondary Perkins Coordinator, Central Lakes College Administrators, CTE Faculty and Advisors.	

Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
<p>1. This year CLC held its first "Girls in Trades VIP Tour," a successful event that we plan to continue, and perhaps, grow for 17-18. Seven girls from four different high schools came on campus and got a special behind-the-scenes look at our Natural Resources, Welding, Horticulture, Auto and Marine and Small Engine Programs. The tour involved discussions with faculty, current students, advisors and tours of classrooms and labs. Next year, we're considering holding fall and spring semester tours.</p> <p>2. CLC mailed out CTE Program and promotional information to high school students who had expressed an interest in our CTE Programs. This was a targeted and intensive mailing to a large number of students. We will continue this effort in 17-18. Efficacy and follow up is challenging to measure, here, but we look for increased interest in our CTE programs.</p> <p>3. Another first, was a U-Turn Career Program Fair. This event was aimed at graduating students who might be re-thinking their post CLC path, and who might benefit from staying enrolled at CLC in one of our CTE programs. We held this event in late April, but due to low turnout, we're considering a fall date for 17-18.</p> <p>4. We developed Women in Welding promotional posters and banners, which we have displayed around campus. We will continue to utilize these promotional displays, especially during widely held campus events.</p> <p>5. Maintain membership in NAPE. Encourage CTE participation in diversity/equity workshops.</p>	
Resources Needed	Perkins Grant funds play an important role in all of these efforts. Will continue efforts to cross-pollinate with other CTE-related groups as much as possible.
Timeline	June-August 2017: Meet with CLC staff, faculty and other groups to assess needs and begin planning. September 2017-June 2018: hold events, career fairs, workshops to promote non-traditional student participation,
Person(s) Responsible	Perkins Post Secondary Coordinator CLC Administration META 5 Director Vet Center Director Academic and Career Advisors
How will progress be documented?	PAR reports, Focus Group Data, surveys, evals from events and activities, data comparisons, attendance and participation tallies.
Sub-populations or groups where gap exists:	Women in Trades, Males in Health Sciences, Veterans, Students of Color, Students with Disabilities
Describe any contextual factors that might contribute to this gap:	State and regional population trends Regional economic demands and needs Increasing numbers of part time students.
Further Information	

Related Improvement Plan documents

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: *	87.8%
Actual Performance: *	80.49%
General strategies planned to improve performance:	
We will continue to collect and analyze college data for Career and Technical Ed Programs. Department Fact Sheets are provided to CTE programs by our Director of Institutional Effectiveness. These reports provide CTE Program instructors with the data relating to: enrollment history, enrollment change, sections offered, grade distribution, graduation rates, demographics, and related employment rates.	

These reports allow CTE instructors to analyze results and adjust in response to data trends. On-going collaboration with CLC's Assessment Coordinator, CTE Deans and VP of Academic Affairs will provide additional guidance. As the Dean of Career and Technical Education takes over Perkins Leadership next year at the Post Secondary level, this will provide even closer alignment and monitoring of assessment data.

Comments or context for actual performance (optional):

Technical Skill Attainment Testing will help to close the gaps in student performance. Data gleaned from the TSAs will impact CTE Program improvement. Some CTE Programs are using the pre-assessment and post assessment study guides. CLC's Assessment Coordinator will provide data analysis to CTE Programs from TSA data.

Improvement Report 2

Indicator Not Met:* 1S1 – Academic Attainment in Reading/ Language Arts

Negotiated Performance: * 57.08%

Actual Performance: * 51.99%

General strategies planned to improve performance:

Consortia districts will be notified and asked through iterative communication to identify opportunities to improve on this measure for the direct benefit of CTE program learning. A suggested strategy may be the provision of supplementary learning opportunities outside of the classroom using literature from CTE programs of study.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:* 1S2 – Academic Attainment in Math

Negotiated Performance: * 43.06%

Actual Performance: * 37.83%

General strategies planned to improve performance:

An improvement plan has been written and included In this report to address this performance deficit.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:* 3S1 – School completion

Negotiated Performance: * 99.0%

Actual Performance: * 97.73%

General strategies planned to improve performance:

It is unknown why the 13 individuals representing the difference between completion and non-completion left. Until this information is identified it is difficult to identify strategies for improvement. While 13 is a significant number and each student matters, the consortia will in the future attempt to track students who may be considering not completing.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:* 5P2 – Nontraditional completion

Negotiated Performance: * 10.68%

Actual Performance: * 10.42%

General strategies planned to improve performance:

Our completion percentage did increase by 1.15% from the previous year, so we will continue our efforts in this area. Increase collaboration and coordination with CLC's Diversity Director, Meta 5 Director, TRIO, Disabilities Coordinator, Vet Center to target special populations. We have applied for a Title III Grant for next year that will provide additional advisors to focus those students in high need of support services. We are also planning to make our Academic Advisors more accessible to students, which will benefit non-traditional students, as well. Our Welding faculty have participated in a year long effort to improve student retention for women in their program. Strategies that emerge from this effort will be shared with other departments.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:* 6S2 – Nontraditional completion

Negotiated Performance: * 21.67%

Actual Performance: * 20%

General strategies planned to improve performance:

An increase of 37 students or 1.6 students per district would have put our consortium at the negotiated performance level for nontraditional completion. Data will be disaggregated to identify which districts and subgroups are contributing to this goal not being met. There are a number of strategies that could be applied once it is determined how

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
This file contains all 23 statements of assurance from the Central Lakes Consortium.	Central Lakes Consortium Statement of Assurances All.pdf	7.1 MB

Attachments

Description	File Name	File Size
CLC Program Fact Sheets	Department Fact Sheets - FY2016.pdf	1.8 MB
CLC Program Fact Sheets	Department Fact Sheets - FY2016.pdf	1.8 MB
Revised POS/TSA planning document	FY18POS.TSA.planningguide.Central Lakesv.revised.docx	30 KB
Photo of girls who attended the Girls in Trades VIP Tour	girls in trades vip tour.JPG	54 KB
Photo of girls who attended the Girls in Trades VIP Tour	girls in trades vip tour.JPG	54 KB
See highlighted portion which denotes Perkins duties	Lehman Sampada Sec Rel PD July 2016.docx	53 KB
See highlighted portion which denotes Perkins duties	Lehman Sampada Sec Rel PD July 2016.docx	53 KB
See highlighted portion which denotes Perkins duties	Preimesberger Dir of Secondary Relations 091415.docx	27 KB
See highlighted portion which denotes Perkins duties	Preimesberger Dir of Secondary Relations 091415.docx	27 KB
Our first U Turn Career Program Fair was held in April.	U Turn Career Program Fair.JPG	39 KB
Our first U Turn Career Program Fair was held in April.	U Turn Career Program Fair.JPG	39 KB
CLC Poster to promote Women in Welding	welding poster.JPG	47 KB
CLC Poster to promote Women in Welding	welding poster.JPG	47 KB

