



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02628 - FY19 Carlton +2 Consortium Perkins Grant Application
Perkins IV Consortium

Grant Title: FY19 Carlton +2 Consortium Perkins Grant Application
Grant Number: 02442
Grant Status: Underway
Comments:
Applicant Organization: Carlton + 2 Consortium
Grantee Contact: Kimberly Belcastro
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 08/08/2018 Proposal Date 07/01/2018 Contract Received 06/30/2019 Contract Executed
Project Dates: 08/08/2018 07/01/2018 06/30/2019
Project Start Project End
Grant Administrator: Jeralyn Jargo
Contract Number: 02442
Award Year: 2018
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2018
 06/30/2019

Project Start Project End

Comments

Agency List

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

Summary Narrative Part One

Career and Technical Education Programs:

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

One consortium will exist between the nine secondary schools and the Fond du Lac Tribal and Community College (FDLTCC). The consortium will have one coordinator for the secondary schools and for the post-secondary entity. The coordinator will work collaboratively to implement the Perkins program with the secondary and post-secondary partners in the consortium. The consortium functions with two fiscal agents, FDLTCC as the fiscal post-secondary agent and the Moose Lake School District for the secondary fiscal agent. The coordinator will work with the FDLTCC faculty and the chief academic officer to determine the need for the programming. In addition, the coordinator will work with the CTE teachers, guidance counselors, business managers, principals, and superintendents of the secondary schools in the consortium. The coordinator will strive to maximize opportunities at the secondary and post-secondary levels for improved career and technical opportunities.

The FDLTCC **Early Childhood Credential Program** is currently partnering with the Winona State University in a four year on line early childhood program. The partnership has allowed for the early childhood programming at FDLTCC which continues to be a program of interest for students.

The following programs are all opportunities for expansion for the career and technical programming at FDLTCC and the partnering secondary schools:

Health Occupations:

FDLTCC's Nursing Program has extended its reach into area high schools by offering the summer "SCRUBS" camp to students in addition to the longstanding Certified Nursing Assistant training. This training is offered at the college, at Community Memorial Hospital (Cloquet), and at the Augustana Nursing Home in Moose Lake. The summer "SCRUBS" camp provides for students to become acquainted with the college setting and to be able to stay on campus for two days and one overnight stay in the dorms at FDLTCC. The "SCRUBS" topics touch on a wide variety of nursing-related programming, from the science of the human body to equine-assisted therapy to neurology and strokes. Music, games, and a trip to the Adventure Zone are also a part of the campus experience.

Geospatial Technologies:

FDLTCC's Geospatial Technologies Program, which includes geographic information systems (GIS) and positioning systems (GPS) hired a new director in the fall of 2017 and the program is up and running and highly recommended. The new director is starting to build relationships with the area secondary schools. FDLTCC will continue the program's emphasis of the GIS AAS and its certificate, both of which are designed with developing occupational skills. The program includes: remote sensing, data visualization, and cartography. The Minnesota Space Grant and grants from NASA provide students with regional rocket competitions and research opportunities with NASA scientists

Electrical Utility Technology:

The Electrical Utilities Technology (EUT) program, the most challenging curriculum of FDLTCC's technical due to its emphasis on math and physics related to electrical systems, this has been challenging to incorporate into high schools. As a result, the program is examining the possibility of programming on basic safety procedures in industry, as well as building a focus on residential construction. The program will continue to utilize "the trailer" with area high schools, which is a portable demonstration lab of alternative energy sources. FDLTCC's EUT Program remains one of the few in the five-state region to offer the Building Performance Institute's national certification on home energy auditing.

Law Enforcement and Corrections:

Though a difficult program to integrate into high schools due to the limitations regarding age. FDLTCC's Law Enforcement Program works with area high school faculty to

provide curriculum relating to careers in law enforcement. Each October, the program brings over 800 students to campus through the statewide Minnesota Explorers Program, and in the spring, the college hosts a Law Enforcement Career Fair to area high school students.

Business:

The Business/Financial Services AS and Small Business Entrepreneurship certificate programs are again looking for a new leader for the program. FDLTCC's Business Program has completed the recent "transfer pathway" process in Minnesota State, which will guarantee transfer of all credits to all state universities. The New Director is going to be charged with developing a greater emphasis on technology- from application in business to invention by business- which will provide a possible bridge between the program and area high schools.

Meeting State and Local adjusted levels of Performance

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

Administrators, counselors, secondary teachers, and college faculty will be made aware of the levels of performance within the consortium. Activities and resources will be shared throughout the consortium in addressing academic skills and beyond in the career and technical field. Professional development opportunities are available to the CTE staff at the secondary and post-secondary levels. FDLTCC will continue to provide tutoring services for the CTE programs for the college.

How students participating in CTE are provided programs

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

This is a continuous challenge for the consortium. The consortium is made up of nine small, rural secondary schools and a small tribal community college. However, the coordinator is working hard to provide additional program opportunities for students and staff members throughout the consortium. Great effort is being placed on getting the word out of what is available and what can be economically supported by the program. The coordinator is working with the Vice President of Academic Affairs at FDLTCC to be able to open up more pathway options to connect secondary students with the college setting during and after school hours.

How students are provided with experience

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

The consortium's first official Program of Study is in Health Occupations. The consortium

now has three options for students throughout the consortium. There is a certified nursing program at the Augustana Nursing facility in Moose Lake, at the Community Memorial Hospital in Cloquet, and one at the FDLTCC in Cloquet. The program at FDLTCC has been to offer support for struggling learners and/or special education students. This has been helpful and necessary in providing optimal opportunities for all students. The Perkins consortium also provides funding for career and technical education (CTE) field trips, career fairs, and industry related experiences in the area. The consortium is working to expand more secondary student opportunities in Geospatial Technologies and the Electrical Utility Technology area. It is necessary that the college faculty reach out to the secondary schools in this grant period.

Summary Narrative Part Two

Comprehensive Professional Development

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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)]

Perkins funds are used to support the secondary teachers and post-secondary faculty with high-quality professional development opportunities across the state. The goal of this small consortium is to "open the doors" for opportunities and to provide endless possibilities for expanding the programming offerings at the secondary schools and post-secondary levels. It is also the hope of the consortium to be able to expand the industry based options for career and technical knowledge and understanding. The faculty members are exposing the students to many job opportunities to lead to certificate programming and possible licensure options.

The Rigorous Program of Study in this consortium is Health Occupations. This program does use Perkins funds to be able to participate in and pass the technical skills assessments in the health occupation field of study.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

Efforts are being made to hire and retain quality faculty in the career and technical fields. Some individuals that have four year degrees in business or industry are choosing to take advantage of the opportunities through the Minnesota Department of Education for teaching licensure options for the secondary schools. Perkins resources can be accessed to support the licensure process as well. At the college level the system to hire is to go through the Minnesota State credentialing process. It is common to hire teachers for CTE on variances and then to support them through Perkins funding and district staff development funds to support their long-term licensures to teach.

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.

Both FDLTCC and the secondary schools in the consortium use data to evaluate student performance and form a basis for program improvement. The CTE programs at FDLTCC have established program learning goals and outcomes. The college makes decisions grounded in data for program improvements and program evaluations every four years. The faculty members are learning more about the technical skills assessments and are helping others to see the value in these. The college's Law Enforcement Program and Health Occupation Programs are the front runners in modeling quality programs using the technical skills assessment data. The secondary schools are being encouraged to learn more and to try out technical skills assessments in this grant year. A representative from Precision Exams is helping with the exposure of the technical skills assessments and the value for career and technical education programs.

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)]

Evaluation of the Programs of Study process identifies program needs, issues, and program success stories. Evaluation of the programs can provide data that can be used in continuous improvement and discussed through the program advisory structure. Program evaluation certainly can provide a basis for collaborative discussion and a push to provide more avenues of support for the pathways from the secondary schools to the post-secondary site. At this time, the Health Occupations Program meets the ten elements for rigorous programs of study. The Perkins Advisory Committee will continue to discuss ideas and ways to move other programs to this level of programming.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

One consortium will exist between the nine secondary schools and the Fond du Lac Tribal and Community College (FDLTCC). The consortium will have one coordinator for the secondary schools and for the post-secondary entity. The coordinator will work collaboratively to implement the Perkins grant with the secondary and post-secondary partners in the consortium. The consortium functions with two fiscal agents, FDLTCC as the post-secondary fiscal agent and the Moose Lake School District for the secondary fiscal agent. The coordinator will work with the faculty and the chief academic officer to determine the needs of the programming. In addition, the coordinator will work with CTE teachers, guidance counselors, business managers, principals, and superintendents of the schools in the consortium. The coordinator will strive to maximize opportunities at the secondary and post-secondary levels for improved career and technical opportunities.

The Carlton County Plus 2 Consortium currently has one Rigorous Program of Study. It is in Therapeutic Services (Certified Nursing Assistant). This program is offered to secondary and post-secondary students in the consortium. There is programming at the Community Memorial Hospital in Cloquet, Minnesota, at the Augustana Health Care Center in Moose Lake, Minnesota, and at the Fond du Lac Tribal and Community College in Cloquet, Minnesota. The consortia coordinator works closely with the Dean of Nursing at the FDLTCC to coordinate the program at the three sites. The programming at the hospital and health care center are highly sought out by students in the consortium. The program at the FDLTCC is more flexible and allows for students of all ability levels to attend. The consortial is trying to maximize the number of students who can enter into the RPOS in therapeutic services. The consortia is working to make sure opportunities are available to special needs students, students of color, students of low socio economic need, and to be gender neutral. In addition, the RPOS offers the following technical skills assessments: Training and Competency Evaluation (secondary level) and the NCLEX, National Certification Exam (post-secondary level).

The consortium also has Programs of Study in operation in the following areas of study:

Law Enforcement Services

The FDLTCC Law Enforcement Program is currently serving students in the Cloquet School District. The FDLTCC offers a one credit college in the schools course that is taught at Cloquet High School in Cloquet, Minnesota. The consortia coordinator and the Law Enforcement Director are working to expand this opportunity to other students in the consortium. The courses will be in the Law Enforcement and Corrections fields of study. The technical skills assessment at the college is the Law Enforcement MN Post exam at the conclusion of the program. **The FDLTCC Law Enforcement Program continues to host the Minnesota Explorers Program. The program sponsors a community and family Pumpkin Run 5K each October which is well attended and promotes the program. The FDLTCC has recently developed and implemented a 15 credit "Certificate" program with an internship in the field in "Corrections" to help with the labor shortage in this area.**

Construction

The consortia offers programs of study in construction at eight of the secondary schools. The consortia is planning to work towards building formal partnerships with the Lake Superior College construction program and the FDLTCC electric utility technology and geospatial technology programs. Two consortia CTE industrial arts teachers will be researching and piloting industry recognized measures (OSHA 10 and Precision Exams) in the coming year. **In addition to this, the FDLTCC is working in partnership with SAPPI (South African Paper Products, Inc.) to develop coursework for students in the area of "Paper Science" and "Programmable Logic Controls". SAPPI and FDLTCC are very excited about this new opportunity for secondary students, post-secondary students, and students in the customized training area. This includes students that are going through re-employment opportunities and students who have traditionally been underserved. The Geospatial Technology Program is offering a summer filled with new opportunities in continuing education for secondary and post-secondary instructors. The new courses include the following: Outdoor Navigation with Map and Compass, Mapping for Social Justice, Let's Go Geocaching!, Maps and the Web, and Kids Map!**

Restaurants and Foods/Beverage Services

Five of the secondary schools have programs of study in this area of study. The consortia coordinator will be working with the CTE teachers to continue to make connections with

the post-secondary partners such as Hibbing Community College and Lake Superior College. The CTE teachers will be offered professional development opportunities to explore the possibilities of ServSafe and or ProStart. These technical skills assessments will help students to enter the workforce beyond high school.

Accounting

Six of the secondary schools in the consortium are offering programs of study in accounting. Now it is time to establish post-secondary partners for accounting. It is likely that the partnerships will be able to be developed through the FDLTCC and Lake Superior College. The consortia will also be exploring the NOCTI workforce competency credentials. These competency credentials will be helpful for students seeing post-secondary employment. **FDLTCC is working tirelessly to establish a solid business program and they have recently hired a new program director to help in building more partnerships with the consortia's secondary schools and to continue to expand opportunities. The focus will have a "technology relevance" component to it. The FDLTCC continues to offer the Business and Financial AAS degree and is working to to expand through the program navigator to fully establish a four year accounting degree for the students. The FDLTCC faculty is excited about this new opportunity for the students.**

Early Childhood Education

One secondary school in the consortium is offering early childhood programming for the secondary students. The consortia will be looking at new post-secondary partners to identify formal pathways for students. Some possible post-secondary partners are Winona State University and Pine Technical College. The consortia coordinator will be looking for secondary and post-secondary teachers to help in the program development. It is likely that the secondary students could earn a credential to work in a child care setting immediately after high school. There is a technical skills assessment available called the Child Development Assessment (CDA).

The Carlton County Plus 2 Consortia coordinator plans to promote and encourage the CTE teachers and counselors to help in the improvement and expansion of the programming in the year ahead. The coordinator is aware that this is a process and will take time at both the secondary and post-secondary levels of study. The coordinator will also be working closely with the Dean of Career, Technical Education, and Workforce Development in making necessary connections and partnerships.

The secondary school students primarily get their guidance from the school guidance counselors and secondary industrial arts teachers to help with the promoting of the career and technical opportunities. The coordinator will be conveying the need to the guidance counselors to be encouraging the CTE students to be enrolling in the rigorous and challenging courses in core academic subjects to be able to have the strong background that is needed among the CTE coursework. The post-secondary students are getting encouraged from the college career center and college instructors the need of making sure that they are enrolling in rigorous coursework to be able to meet the demands of the CTE coursework.

The coordinator will be encouraging secondary and post-secondary instructors to pilot and in some cases implement technical skills assessments. The coordinator will support working with the secondary and post-secondary instructors with this initiative. Representatives will be brought in to give the instructors examples of current technical skills assessments that are available.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R10
Strategies	
Coordinator will meet with respective CTE teachers, high school staff (counselor, principal) and FDLTCC faculty to provide awareness of the Perkins goals for professional development and how to access the funding and approved activities.	
Outcomes	
FDLTCC faculty will attend professional development activities that enhance CTE education for students and support continuous improvement. Each CTE teacher and counselor will attend professional development activities that enhance CTE for students and support continuous program improvement. The integration of academic skills into CTE programming is a priority.	
Measures	
A minimum of one faculty member from each FDLTCC CTE program will attend at least one professional development activity. Each secondary CTE teacher or counselor will attend at least one professional activity. The emphasis will be on professional development activities that develop the integration of academic skills and promote program involvement and improvement.	
Post-Secondary Required Activities	\$3,920.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,920.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$5,920.00
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R5
Strategies	
Coordinator will meet with the respective CTE teachers, high school staff (counselor, principal) and FDLTCC faculty to provide awareness of the Perkins goals for the professional development and to access the funds for approved activities.	
Outcomes	
FDLTCC faculty will attend professional development activities that enhance CTE education for students and support continuous program improvement. Each secondary CTE teacher and counselor will attend professional development activities that enhance CTE education for students and support continuous program improvement. The integration of academic skills to CTE should be prioritized.	
Measures	
A minimum of one faculty member from each FDLTCC CTE program will attend at least one professional development activity. Each secondary CTE teacher or counselor will attend at least one professional development opportunity of their choice with the funding. The emphasis will be on professional development activities that develop the integration of academic skills or promote program improvements.	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$8,000.00

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R10
Strategies	
FDLTCC and secondary schools will share a coordinator.	
Outcomes	
The coordinator will work with the consortium coordinators to implement and lead the CTE activities for the consortium.	
Measures	
The coordinator will oversee consortium activities, complete application, APR, oversee budgets, and perform other tasks needed.	
Post-Secondary Required Activities	\$3,316.32
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,316.32
Secondary Required Activities	\$2,010.81
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,010.81
Total	\$5,327.13

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , P6, P7, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand, P10
Strategies	
The consortium advisory committee will discuss possibilities for strengthening the existing POS, based on high-need , high wage, and high-demand jobs in the area. Funds will be made available for instructional materials, software, and equipment used in the POS. The consortium coordinator will work with the FDLTCC staff, including the Chief Academic Officer, and secondary school administrators in exploring and increasing articulation and making connections between the secondary schools and the post-secondary entity.	
Outcomes	
The FDLTCC and the secondary school partners will maintain the existing POS and providing continued support for the RPOS in Health Occupations.	
Measures	
The existing POS will be maintained. Secondary funds will continue to be used to sustain programming for small, rural schools by funding the Health Occupation program at the Community Memorial Hospital, Augustana Care Center, and FDLTCC.	
Post-Secondary Required Activities	\$7,850.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,850.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$9,453.94
Secondary Total	\$9,453.94
Total	\$17,303.94

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	P14
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Strategies

The consortium will be learning about technical skills assessments that will be applicable to different subject areas. There are a few in place. However, this year needs to be a push to help the secondary and post-secondary teachers to learn about and understand that there are more options and that they are valuable tool for students.

Outcomes

The consortium will have at least three more technical skills assessments piloted and implemented at the secondary and post secondary levels.

Measures

This will be measured by the teaching staff at the secondary and post-secondary levels and support from the coordinator. The first year the teachers will be experimenting with a pre and post testing option to determine if they think think assessments will be helpful to the programs.

Post-Secondary Required Activities	\$10,746.78
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$10,746.78
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$11,746.78

Goal 1 Objectives 6

Required/Permissive Uses of Funds*	R4, R7
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Strategies

The FDLTCC CTE program coordinators and faculty will identify equipment and technology needs for their program.

Outcomes

FDLTCC CTE courses will use up-to-date equipment and technology.

Measures

A minimum of 50% of the FDLTCC CTE will purchase equipment or technology for use in their programs.

Post-Secondary Required Activities	\$7,850.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,850.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,850.00

Goal 1 Objectives 7

Required/Permissive Uses of Funds*	R6 , R8
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Strategies	
The FDLTCC program coordinators and secondary school counselors will oversee the student selection for the RPOS Therapeutic Services (Health Occupations) and monitor and assist students that are enrolled to ensure successful completion of programs. State approved assessments for technical attainment will be utilized (as available), for the FDLTCC CTE programs.	
Outcomes	
Students will successfully complete the RPOS and meet industry standards, using valid measures of the technical skills attainment (CNA or first aid certification). FDLTCC students will complete the TSA's that are available to them.	
Measures	
At least 90% of students enrolled in RPOS, Therapeutic Services (Health Occupations), will complete the course, using valid measures of the technical skills attainment as available, with at least 8 industry standards where such measure is available. FDLTCC faculty will use TSA data for program improvement.	
Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,000.00

Goal 1 Objectives 8	
Required/Permissive Uses of Funds*	R2 , R10 , R11
Strategies	
The program coordinator will meet with the secondary teachers, counselors, and administration to explore collaborative efforts in each field and strengthen the POS. The coordinator will dedicate time to develop the post-secondary and secondary connections. Faculty coordinators will help to identify business and industry leaders for speakers for the high school and college courses.	
Outcomes	
Coordinators of each FDLTCC CTE program will work with secondary schools and business and industry to develop and articulate POS and build collaboration between secondary and post-secondary. The Dean of Nursing will assist in the operation of the Health Occupations Program.	
Measures	
The coordinator will include secondary representation on the CTE program advisory committee and participate in the collaborative events at the secondary schools.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R2
Strategies	
Coordinator will identify local business and industry and FDLTCC staff resources for secondary schools and assist in scheduling speakers. The annual Job and Career Fair will be planned and organized at FDLTCC. Funds will be used to support these and other CTE events.	
Outcomes	
Local business and industry representatives and or FDLTCC staff will speak in the secondary CTE classroom, providing information on workforce trends, work readiness standards, and technical skills that are needed for success. FDLTCC will support the CTE events and partner with business and industry, such as the Job Fair at FDLTCC.	
Measures	
At least 100 secondary students will have a business and industry or FDLTCC speaker in their CTE classroom. FDLTCC will continue to conduct the Job Fair, Career Fair, and support other CTE events. All partner schools will participate in the Career Fair.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$4,936.78
Post-Secondary Total	\$4,936.78
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,936.78
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R10
Strategies	
Program advisory committees for each CTE area will include post-secondary and secondary representation, along with representation from business and industry, and a band member from the Fond du Lac Band of Superior, and local agencies affecting CTE programs or impacting high school adult learners. Program advisory committees will meet on a regular basis and keep meeting agendas. The agendas will include the identification of high skill, high-wage, or high-demand occupations and review of existing or potential programs of study.	
Outcomes	
Program advisory committees will provide oversight and address continuous program improvement for each CTE area.	
Measures	
Program advisory committees for each CTE area will meet at least two times per year, providing minutes of the committee meetings to the Vice President of Academic Affairs.	
Post-Secondary Required Activities	\$1,700.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,700.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,700.00

Goal 2 Objectives 3

Required/Permissive Uses of Funds*	R10
Strategies	
The consortium will be served by the coordinator for the secondary and post-secondary level.	
Outcomes	
The consortium coordinator will coordinate and lead CTE activities for the consortium.	
Measures	
The coordinator will lead the consortium activities, complete the application, APR, oversee budget, and perform other duties as needed.	
Post-Secondary Required Activities	\$3,316.32
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,316.32
Secondary Required Activities	\$2,010.81
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,010.81
Total	\$5,327.13

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

Effort will be made to ensure that the CTE courses and the Programs of Study will be accessible for students with special needs. It is a priority of the program to address the non-traditional participation of students. Events will be intentionally directed towards helping all students including students with special needs. The FDLTCC continues to partner with the Northern Lights Special Education Cooperative with the annual "Mentoring Day". This special day is designed to offer students with special needs the opportunity to spend a day on the college campus. Mentoring Day has proved to be very successful and all of the area high schools in the consortium are participating.

Equitable opportunities are essential for optimal growth for students in the secondary and post-secondary levels of the Carlton County Plus 2 Consortium. Every school district is required to comply with student disability nondiscrimination. Each school district is required to adopt a policy that ensures that students are not discriminated against in any way. The Carlton County Plus 2 Consortium is also adhering to the same policy outlined below:

Student Disability Nondiscrimination

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free and appropriate public education per MSBA Policy, 401.

Minnesota State Colleges and Universities are also committed to a policy of nondiscrimination in employment or educational opportunities. No person shall be discriminated against in 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 per Minnesota State Board Policy website.

The consortium is promoting equal access to all programs in the nine secondary schools and FDLTCC. The coordinator will be encouraging CTE secondary teachers and college faculty to participate in professional development opportunities that encourage participation by all.

The consortium will be encouraging and modeling equitable education by all.

Every student should be provided with the same educational outcomes in the consortia.

The coordinator will also research additional ways of reaching out and engaging all participants who have access to the Carlton County Plus 2 Consortia programming efforts.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R9 , R10
Strategies	
FDLTCC will organize and conduct a "Mentoring Day" (college) event. The Disabilities Services Counselor will work with the secondary schools and the NLSEC to plan and conduct the event (a similar event is offered at Lake Superior College and some of the partner schools may also choose to attend this one).	
Outcomes	
Secondary students with disabilities will attend a special event at FDLTCC and other area colleges.	
Measures	
At least two students with special needs from each secondary school will attend. Six of the nine schools will participate in the College for the Day event at either FDLTCC or LSC.	
Post-Secondary Required Activities	\$300.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$300.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,300.00
Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	P6, P14
Strategies	
Place emphasis on special populations to encourage experience and activities to support students as they enter career and technical education courses at the secondary and post secondary levels.	
Outcomes	
Have more students prepared to engage in career and technical education programming at the secondary and post-secondary levels.	
Measures	
This will be measured by the overall participation and performance of students in the consortium.	
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 Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 3 Objectives 3

Required/Permissive Uses of Funds*	R9 , R10 , P1
Strategies	
The consortium advisory committee will include representation from the Northern Lights Special Education Cooperative to assist with the identification of the special needs students to participate in the Programs of Study. The evaluation instrument for the Programs of Study will also include times that will check on the accessibility for all students.	
Outcomes	
Secondary students with special needs will have full access to CTE programs and Programs of Study.	
Measures	
A representative from the NLSEC and the counselor from the FDLTCC will attend the consortium advisory committee meetings and provide input on the special needs of the secondary students in CTE. The Program of Study will be evaluated to determine the remedy accessibility issues for special populations.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 4

Required/Permissive Uses of Funds*	R10
Strategies	
The consortium will have one coordinator for the secondary and post-secondary level.	
Outcomes	
The consortium coordinator will coordinate and lead the CTE activities for the consortium.	
Measures	
The coordinator will lead consortium activities, complete the APR, oversee the budget, and perform other tasks as needed.	
Post-Secondary Required Activities	\$3,316.32
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,316.32
Secondary Required Activities	\$2,010.81
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,010.81
Total	\$5,327.13

Goal 3 Objectives 5

Required/Permissive Uses of Funds*	R9 , R10
Strategies	
The coordinator and NLSEC representatives will work together to identify resources that	

provide students with special needs and opportunities to develop employable and technical skills.

Outcomes

Special education teachers will have resources available through CTE.

Measures

Perkins funds will be used to purchase career or transition materials to be used at each school.

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 Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 3 Objectives 6

Required/Permissible Uses of Funds*	R2 , R9 , R10
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Strategies

The FDLTCC counselors/faculty will discuss non-traditional career options with secondary students. Business and industry, FDLTCC faculty, or other speakers in the secondary classrooms will provide information on non-traditional careers during their high school presentations.

Outcomes

Non-traditional students will participate in CTE courses and the Programs of Study.

Measures

Rates of participation by non-traditional students will be increased for secondary and post-secondary students.

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary 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)]**

The consortium will provide for the continuum of services through a number of activities, including the use of the MCIS (Minnesota Career Information System), academic counseling and tutoring for the FDLTCC CTE students, use of the accuplacer testing for secondary and post-secondary students throughout the consortium, and offering attendance for students and staff at CTE events at the college and throughout the consortium schools and communities. There are career guidance materials that are made available to the secondary and post-secondary students through out the consortium. These materials are specifically designed to encourage and enhance the transitions form high school to the post-secondary college opportunities. each of the secondary schools are able to access additional support from the FDLTCC for accuplacer training for staff or accuplacer testing at the individual school districts. In addition, FDLTCC's summer program is available to the secondary partner districts. The program has most recently offered the "SCRUBS" camp through the Health Occupations Program and the "Young Entrepreneurs" camp through the Business Program.

The Carlton County Plus 2 consortia is choosing to value as much flexibility as possible to allow for student participation and success. This includes but is not limited to:

- flexible and alternative scheduling
- supporting students with transition from secondary school to the post-secondary school
- supporting students with individual needs including individual education plans
- accessing tutors if needed
- providing mentors to help with difficult transitions

The consortia is opening the doors to all college students and early entry college opportunities for students.

The consortial will choose to work with local workforce centers and county-wide job transition programs.

In addition, the Carlton County Plus 2 consortia is choosing to partner and broker with other local consortias for support and opportunities for secondary and post-secondary students.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R1
Strategies	
FDLTCC will employ academic tutors to work with CTE students. The director of the tutoring center will schedule tutors, provide testing services, and assist students.	
Outcomes	
Post-secondary CTE students will receive academic assistance (tutoring) in math and writing.	
Measures	
100% of the CTE students will have access to academic tutoring (PARS reflect the tutoring activities).	
Post-Secondary Required Activities	\$18,107.36
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$18,107.36
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$18,107.36
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R6 , R10
Strategies	
FDLTCC will provide staff for Accuplacer testing for secondary students and post-secondary CTE students. The Accuplacer testing is purchased with post-secondary Perkins funds.	
Outcomes	
CTE students in high school and at FDLTCC will have access to and assistance in completing the Accuplacer testing and interpreting the results.	
Measures	
All FDLTCC CTE students will take the Accuplacer. At least one grade level at each secondary school will complete the Accuplacer test process. FDLTCC will cover the cost.	
Post-Secondary Required Activities	\$19,334.88
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$8,118.66
Post-Secondary Total	\$27,453.54
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$27,453.54
Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R10

Strategies	
The consortium will be served by one coordinator for the secondary and post-secondary level.	
Outcomes	
The consortium coordinator will lead CTE consortium activities.	
Measures	
The coordinator will lead consortium activities, complete application and APR, oversee budget, and perform other necessart tasks.	
Post-Secondary Required Activities	\$3,316.32
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,316.32
Secondary Required Activities	\$2,010.81
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,010.81
Total	\$5,327.13

Goal 4 Objectives 4	
Required/Permissive Uses of Funds*	P3
Strategies	
The coordinator will oversee the use of funds and implement the local CTE events or to provide for the registration, transportation, etc. associated with the attendance at events, including field trips and CTE activities offered by the college or the consortium. Funds will be used for the cost of events, mileage for bus transportation, refreshments or substitute costs for the secondary teachers.	
Outcomes	
Secondary and post-secondary CTE students will have the opportunity to attend career and technical events at the college or off-site areas. These events might be Career Fair, Job Shadowing, business/industry field trips, etc.	
Measures	
Each secondary partner school will send students to at least two events per year.	
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 Total	\$0.00
Secondary Required Activities	\$6,478.63
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,478.63
Total	\$6,478.63

Goal 4 Objectives 5	
Required/Permissive Uses of Funds*	R4
Strategies	
The coordinator will work with the counselor at each school and FDLTCC to arrange for the purchase of the MCIS. The coordinator will work with the CTE teachers to ensure knowledge of MCIS and understand the application in CTE classrooms.	
Outcomes	
Students in each partner secondary school will have use of MCIS, MCIS, Jr., and other related components. Students will use career resources for individual career preparation and making connections between high school, post-secondary, and the world of work.	

Measures	
All nine secondary schools and FDLTCC will have access to the MCIS program.	
Post-Secondary Required Activities	\$1,275.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,275.00
Secondary Required Activities	\$13,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$13,000.00
Total	\$14,275.00

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]

The Carlton County Plus 2 Consortium will continue to be supported by the following advisory committees:

Carlton County Superintendent Group: The consortia coordinator meets one Friday each month with this group. The Carlton County Plus 2 Superintendent Group is the main decision making body for the consortia. This group is currently continuing to support te partnership with the nine secondary schools and the FDLTCC. The President of the FDLTCC or the Chief Academic Officer of FDLTCC attends the meetings as needed. At this time, the partners are in full agreement with continuing the consortium and continuing to build partnerships with other area consortiums. At this time the Lake Superior College is the only regular partner.

FDLTCC Faculty Advisory Meetings: The consortial coordinator meets with the FDLTCC CTE faculty four times per year. These meetings are coordinated through the Chief Academic Officer of the FDLTCC. The meetings consist of programming overviews, program improvements, and budget consideration.

Secondary Advisory Meetings: The consortia coordinator meets with the secondary principals in the fall and spring of each year. These meetings are to discuss consortia planning, program review, program development, and budget consideration.

The consortia coordinator meets individually with secondary and post-secondary staff throughout the year on a regular basis.

The consortia coordinator meets regularly with the secondary fiscal host, Moose Lake Public School's Business Manager, and the college fiscal host, FDLTCC, Chief Financial Officer.

The consortia plans to move forward with the following measures:

- expanding the programs of study over time
- becoming a data decision making model consortium

- expand to be more collaborative on the budgetary process
- search for funding streams to enhance the current and future programming
- develop plan for new vision and promotion of the consortium

Goal 5 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R2
Strategies	
Coordinator will work with the post-secondary faculty to move toward developing programs of study and learn about technical skills assessments.	
Outcomes	
Coordinator will work with the post-secondary faculty to move toward developing programs of study and learn about the technical skills assessment options.	
Measures	
Post-secondary faculty will work with the coordinator on expanding programming to become eligible to be RPOS.	
Post-Secondary Required Activities	\$1,077.07
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,077.07
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,077.07
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R8 , R11
Strategies	
FDLTCC will review and update the CTE brochure and individual program brochures, with input from the coordinators. The program coordinators and the FDLTCC's Admission Coordinator will distribute to counselors pertinent to CTE teachers at the secondary level.	
Outcomes	
FDLTCC brochures for CTE will be updated and printed. Copies will be made available at the college and for secondary school distribution.	
Measures	
The FDLTCC CTE brochure will be available for distribution as will the other ones (Health Occupations and Law Enforcement).	
Post-Secondary Required Activities	\$1,200.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,200.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,200.00
Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R10 , P1

Strategies

The coordinator will seek and ensure that all member school districts and the college are represented on the Perkins Advisory Committee along with members of business and industry. The budget and required activities are included on the agendas. The meetings will be conducted at FDLTCC. Refreshments will be provided.

Outcomes

Members of the consortium will collaborate and share information with CTE. Two advisory committee meetings should be conducted under the leadership of the coordinator. The advisory committee will provide direction and oversight of the budget, POS, and in reviewing performance data.

Measures

At least two advisory meetings will be conducted each year by the coordinator.

Post-Secondary Required Activities	\$300.00
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Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$300.00
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Secondary Required Activities	\$300.00
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Secondary Permissible Activities	\$0.00
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Secondary Admin Cost	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$300.00
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Total	\$600.00
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Goal 5 Objectives 4

Required/Permissive Uses of Funds*	R10
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Strategies

There is one coordinator for the secondary and post-secondary levels. The coordinator represents the consortium at meetings.

Outcomes

The consortium coordinator will coordinate and lead Perkins grant activities for the consortium in CTE. The coordinator will be involved with the shared program coordinators meetings.

Measures

The coordinator will lead consortium activities, complete application and APR, oversee budget, and perform other related tasks. The fiscal agents receive the following:

Moose Lake District: \$2,372.01

FDLTCC: \$5,135.24

Post-Secondary Required Activities	\$3,316.32
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Post-Secondary Permissible Activities	\$0.00
--	--------

Post-Secondary Admin Cost	\$5,135.24
----------------------------------	------------

Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$8,451.56
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Secondary Required Activities	\$2,010.81
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Secondary Permissible Activities	\$0.00
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Secondary Admin Cost	\$2,372.01
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Secondary Reserve	\$0.00
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Secondary Total	\$4,382.82
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Total	\$12,834.38
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Goal 5 Objectives 5

Required/Permissive Uses of Funds*	R2
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Strategies

See previous objective.

Outcomes

See previous objective.

Measures	
See previous objective.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary 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?* Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$40,683.10	\$0.00	\$0.00	\$0.00	\$40,683.10	\$8,010.81	\$0.00	\$0.00	\$9,453.94	\$17,464.75	\$58,147.85

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$5,016.32	\$0.00	\$0.00	\$4,936.78	\$9,953.10	\$2,010.81	\$0.00	\$0.00	\$0.00	\$2,010.81	\$11,963.91

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$3,616.32	\$0.00	\$0.00	\$0.00	\$3,616.32	\$5,010.81	\$0.00	\$0.00	\$0.00	\$5,010.81	\$8,627.13

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$42,033.56	\$0.00	\$0.00	\$8,118.66	\$50,152.22	\$21,489.44	\$0.00	\$0.00	\$0.00	\$21,489.44	\$71,641.66

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$5,893.39	\$0.00	\$5,135.24	\$0.00	\$11,028.63	\$2,310.81	\$0.00	\$2,372.01	\$0.00	\$4,682.82	\$15,711.45

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$97,242.69	\$0.00	\$5,135.24	\$13,055.44	\$115,433.37	\$38,832.68	\$0.00	\$2,372.01	\$9,453.94	\$50,658.63	\$166,092.00

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Loaded by Michelle K.	Carlton County Plus 2 FY18-19 Allocation.xlsx	47 KB
Loaded by Michelle K.	Carlton County Plus 2 FY18-19 Allocation.xlsx	47 KB
Secondary Supplemental Budget 2018-2019.	Secondary Supplemental Budget 2018-2019..xlsx	47 KB
Secondary Supplemental Budget 2018-2019.	Secondary Supplemental Budget 2018-2019..xlsx	47 KB
Uploaded on June 20, 2018.	Secondary Supplemental Budget 2018-2019..xlsx	47 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	\$1,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Totals	\$2,000.00

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:* 40.0%

Coordinator Budget:* \$9,600.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 60.0%

Coordinator Budget:* \$14,400.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Kimberly K. Belcastro	Carlton County Plus 2 Perkins Consortia	319628	\$24,000.00	Carlton County Plus 2 Perkins Coordinator Job Description.pdf
FDLTCC Staff	Writing and Science Tutor		\$18,000.00	Perkins Consortia Job Descriptions..pdf
Damian Paulson	FDLTCC Advisor		\$21,453.54	Perkins Consortia Job Descriptions..pdf
FDLTCC Staff	Dean of CTE and Workforce Development		\$12,000.00	Perkins Consortia Job Descriptions..pdf
			\$75,453.54	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
1P1 ? Technical Skill attainment	The Carlton County Plus 2 Perkins Consortia is moving towards implementing Technical Skills Assessments in all career and technical	Time for coordinator to meet with post-secondary advisories and CTE staff.	This will be on-going over time.	Coordinator Post-secondary advisory committee Post-secondary CTE teachers Post-secondary academic deans	Progress will be documented in the Perkins accountability indicators.	CTE students.	Making sure that the CTE teachers are fully aware that the technical skills assessments	The coordinator will be bring in resources and representatives for the post-secondary CTE

	education classes. This year there will be three classes that implement the assessments at FDLTCC.						are going to be required.	staff to be able to see different options for their coursework. This year there will be three courses that implement technical skills assessments in their programs.
1S1 ? Academic Attainment in Reading/ Language Arts	The first step will be for the coordinator to work with the school principals and guidance counselors to have them understand the need for improvement. Secondly, the coordinator will communicate directly with the nine secondary school CTE teachers with the need for improvement.	Time to coordinate with with the nine secondary school leaders and staff members impacted by this need for improvement.	This will be on-going work that will need to continue over time.	Coordinator School Principals Guidance Counselors CTE Teachers	Performance levels for the Perkins accountability indicators.	Secondary CTE students.	It has traditionally been difficult for the consortia coordinator to work directly with all secondary school teachers (not only CTE) who would be a part of making the direct improvements in this area.	The coordinator will work directly with the nine secondary principals and guidance counselors to inform them of the problem that exists. This will be followed by the coordinator conveying this information to the secondary career and technical teachers in the consortia. The consortia will need to be supported by school wide knowledge of working towards all students (including CTE) being successful in the academic attainment of progress in reading and language arts.
2S1 ? Technical Skill Attainment		Make resources available to secondary CTE teachers for implementation of the technical skills assessments.	This will be on-going work established over time.	Coordinator School Principals Guidance Counselors CTE Teachers	The coordinator will be documenting progress with this in the Perkins plan each year.	Career and Technical educational programming.	Lack of knowledge or purpose from the CTE teachers and the need for the technical skills assessments.	The coordinator is planning to establish that the technical skills assessments are going to be required in the secondary and post-secondary career and technical education classes supported by

								Perkins funding. The 2018-2019 year there will be three secondary CTE teachers that implement the assessment and at the post-secondary level there will be three teacher that implement the assessment in their courses. This will be a process and the teachers will be phasing in these assessments over time.
4S1 ? Student graduation rate	The coordinator will be communicating to the principals, guidance counselors, and secondary CTE teachers about the need to see improvements in the student graduation rates for the CTE students.	Time to have the coordinator work with the school staff members listed below.	This will be continued to work on over time with the nine secondary schools.	Coordinator Principals Guidance Counselors CTE Teachers	The progress will be documented in the yearly Perkins accountability indicators.	CTE students.	Overall systems to support the successful completion of secondary school for all students.	Share with the supporting school superintendents the need to see improvements in this area. Share resources that are being promoted through MDE and the Regional Centers of Excellence to support improvements in overall graduation rates.
5P2 ? Nontraditional completion	The post-secondary career and technical education teachers need to be made aware that the consortia has not achieved targeted levels of completion for the non-traditional student population.	Time for coordinator to meet with advisories and CTE teachers.	This will be an on-going effort.	Coordinator Post-secondary CTE teachers Program coordinators and advisors Deans of academic programming	The progress will be documented in the Perkins accountability indicators each year.	CTE students in the non-traditional category.	Adequate supports for all students including the non-traditional students.	Consortia members need to be aware of some of the new resources available in the state and in the country. In addition, the FDLTCC counselors need to be aware of the concerns and helping to be a part of the solution to

								support all students including the non-traditional students who attend FDLTCC.
6S1 ? Nontraditional participation	All students need to be fully supported in the participation of the career and technical education courses at the nine secondary schools. As noted, the schools are rural and do need support structures to help with all students. Systems should be considered to pay close attention to the CTE students that are not making adequate progress and are in jeopardy of failing coursework.	Time for coordinator to work directly with the nine secondary school leaders and staff members.	This will be on-going work over time.	Coordinator School Principals Guidance Counselors CTE Teachers	The progress will be documented through the Perkins accountability indicators.	CTE students.	Support structures in place to catch all students that are falling through the cracks and not being successful with graduating from high school.	Consortia advisory teams will learn about this need and support efforts needed to make improvements. The coordinator will continue to be intentional to share with the advisories the areas of need and improvements that are necessary.
6S1 ? Nontraditional participation	All students in CTE programming need to be supported and encouraged throughout each class. School Guidance Counselors can be instrumental in providing additional support and systems in making sure that all students graduate from high school. MDE and the Regional Centers of Excellence are placing new supports in the area of graduation support for the secondary schools. The coordinator will be conveying and supporting these new structures that are being made available to schools and districts in the state.	Coordinator will be communicating to the advisories about the needed improvements and new supports available.	This will be on-going over time.	Coordinator School Principals Guidance Counselors CTE Teachers	The progress will be documented through the Perkins accountability indicators.	CTE students.	Lack of systems in place to support all students.	The coordinator will be working with all stakeholders and CTE staff on making sure that they are aware of the new resources available to support graduation rates in Minnesota. Coordinator will be sharing the new programs being offered through MDE and the Regional Centers of Excellence some of which include: <ul style="list-style-type: none"> . Grad Nation . National Dropout Prevention Center . GradMN . America's Promise Alliance

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: *	84.43%
Actual Performance: *	46.15%
General strategies planned to improve performance:	
The FDLTCC career and technical education teachers are going to be learning more about the technical skills assessments in the coming year. The consortia is planning to implement three more in the career and technical education area.	
Comments or context for actual performance (optional):	
The coordinator is bringing in more examples and representatives to share more updated information on the technical skills assessments that are available. It is also the hope that the CTE teachers will understand the value in these for employment opportunities for the students.	
Improvement Report 2	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	63.27
Actual Performance: *	58.18
General strategies planned to improve performance:	
The strategies to be used will be to inform the secondary career and technical education teachers about these results. The plan will be for all teachers to place emphasis on reading and language arts skills even if the students are choosing the CTE path for their studies.	
Comments or context for actual performance (optional):	
What is very difficult is that the secondary schools for the consortium consist of nine small rural communities. It is difficult to coordinate and collaborate on some of these important issues. However, the coordinator will collaborate with the secondary CTE instructors and work to make improvements with these measurements.	
Improvement Report 3	
Indicator Not Met:*	2S1 ? Technical Skill Attainment
Negotiated Performance: *	100%
Actual Performance: *	0%
General strategies planned to improve performance:	
The consortia is planning to implement at least three technical skills assessments among the secondary schools in the coming school year.	
Comments or context for actual performance (optional):	
The coordinator is requiring that the consortia begins implementing technical skills assessments for the CTE courses that are funded. The coordinator plans to bring in a representative(s) to demonstrate to the teachers the value in doing this.	
Improvement Report 4	
Indicator Not Met:*	4S1 ? Student graduation rate

Negotiated Performance: *	95%
Actual Performance: *	91.8%
General strategies planned to improve performance:	
The consortia plans to promote that the secondary schools consider all options when it comes to students graduating from school. The Minnesota Department of Education and the Regional Centers of Excellence are now targeting secondary schools that fall under the 67% graduation rate and are providing support for these schools. In addition to this, there is new work that is being encouraged for secondary schools to get involved in some of which include: GradNation, National Dropout Prevention Center, GradMN, and America's Promise Alliance.	
Comments or context for actual performance (optional):	
The secondary schools need to make a concerted effort to increase the graduation performance for career and technical education students. The coordinator will be working with the secondary schools and sharing some of the new resources. In addition, the Regional Centers of Excellence has also recently hired Graduation Specialists that are able to support the school districts.	
Improvement Report 5	
Indicator Not Met:*	5P2 ? Nontraditional completion
Negotiated Performance: *	20%
Actual Performance: *	12%
General strategies planned to improve performance:	
The non-traditional students need all the support that they can get in helping them to being successful with post-secondary education. The consortia will help with trying to reduce barriers for the students in being successful.	
Comments or context for actual performance (optional):	
The consortia will continue to promote creative ways to engage and support students that are in non-traditional situations. Teachers will be encouraged to reach out and ask for support for the students as needed.	
Improvement Report 6	
Indicator Not Met:*	6S1 ? Nontraditional participation
Negotiated Performance: *	51%
Actual Performance: *	44.27%
General strategies planned to improve performance:	
Every student who attends the secondary schools in the consortia deserve to be support throughout their secondary schools careers. It is essential that the consortia is making every effort to support students in being successful in the consortia programs.	
Comments or context for actual performance (optional):	
The consortial coordinator will continue to reach out to the secondary teachers, guidance counselors, and high school principals. It is essential that all partners are working together to support every student every day. In addition to this, every student deserves an equitable education and educational experience.	
Improvement Report 7	
Indicator Not Met:*	6S2 ? Nontraditional completion
Negotiated Performance: *	46%
Actual Performance: *	44.01%
General strategies planned to improve performance:	
The consortia will be continuing to reach out to all of the secondary schools. It is important that every student is considered every day. The Minnesota Department of Education is pushing for equity for all students everyday. This includes students on individual education plans, 504 plans, homeless children, ALC students, ALP students, etc. It will be the consortia's push to provide opportunities for all students who choose to participate in the career and technical education programming provided to them.	
Comments or context for actual performance (optional):	
Making sure that school leaders reach out and ask for support when they are aware fo students who are not being successful. In addition, providing added incentives and options for students who need the additional support. It is our job to eliminate barriers to attending and completing a high school education.	

Statement of Assurances & Certifications

Description	File Name	File Size
2018-2019 Assurances.	FY19 Perkins executed documents..pdf	1.3 MB
2018-2019 Assurances.	FY19 Perkins executed documents..pdf	1.3 MB
Attached assurances with superintendent signatures.	Superintendent Signatures for 2018-2019.pdf	457 KB

Attachments

Description

File Name

File Size

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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