



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02627 - FY19 Central Lakes Consortium

#### Perkins IV Consortium

**Grant Title:** FY19 Central Lakes Consortium  
**Grant Number:** 02441  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Central Lakes Consortium  
**Grantee Contact:** Mary Ward  
**Award Year:** 2018  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:** Contract Sent 08/08/2018 Contract Received 07/01/2018 Contract Executed 06/30/2019  
**Project Dates:** Proposal Date 07/01/2018 Project Start Project End 06/30/2019  
**Grant Administrator:** Jeralyn Jargo  
**Contract Number:** 02441  
**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)
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 Healy HS	01 public school district	484
Pillager HS	01 public school district	116
Pine River Backus HS	01 public school district	2174
Sebeka 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 One

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### Career and Technical Education Programs:

**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)]**

- The Central Lakes plan supports CTE programs in the consortium by encouraging and coordinating many collaborative opportunities and activities. The initiatives within this plan link the efforts and cooperation of secondary and post-secondary educators to more effectively prepare students for the workforce of tomorrow.
- Some initiatives include: review of Programs of Study within the consortium to condense the number of POS to a practicable number; scaling the Bridges Academies & Workplace Connection; promoting joint advisory meeting (postsecondary & secondary), and utilizing data-driven information to make program improvements.
- Programs are selected through secondary funding requests from each high school. Postsecondary uses the budget portfolio process from the college to determine which CTE programs it will support. District funding requests must be in a POS area. Additionally, the Perkins Liaison Group and the Perkins Leadership Group review and approve funding requests based on priority of need statements from the districts.
- A qualitative needs survey was disseminated to all liaison members, district superintendents and principals to measure the perceived value of CTE programs and courses as well as priority funding. Results from this survey indicate positive support across all survey populations for CTE curriculum and programs as well as support for priority funding to the districts for equipment, technology and textbooks that districts are unable to fund 100% on their own. The survey results were also used to write the goal area narratives where appropriate. A copy of this survey may be found in the attachments.
- The consortium will benefit from these expenditures by having higher quality programs, an improved image of CTE within the consortium, and most importantly, student placement into CTE fields is expected to be increased.

### 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)]**

- Secondary—using the information from the secure reports site the secondary coordinator disaggregates district data. The liaison and leadership team reviewed and discussed what is currently happening in school districts to address performance in math and reading. FY19 planning decisions include offering applied curriculum enhancement workshop opportunities for CTE instructors to review and revise curriculum. Individual districts whose math and reading scores are not meeting the state indicators will be targeted. These opportunities will take place in the fall of 2019. Extra funding will be designated for non-traditional enrollment incentives to increase these numbers.
- All secondary district funding requests must be accompanied by current advisory council minutes.
- Postsecondary—examining the postsecondary data from MinnState, CLC's Department Fact Sheets, consulting with MinnState Perkins Staff, discussions with college staff, administration, and faculty to determine which indicators need the most attention. Areas of weakness will deserve extra funding and resources to improve these low areas.

### How students participating in CTE are provided programs

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

- We share approved TSA documents and all other pertinent Perkins data with CTE faculty/instructors & staff.
- CLC Assessment Coordinator provides TSA monitoring and scheduling for some secondary and all post-secondary.
- Funding requests for district support must be in a Program of Study Area.
- Annual Advanced Standing Articulation Meetings where CTE programs from secondary and postsecondary meet to review curriculum alignment in order to articulate college credit between high schools.
- TSA data and other in-class assessments assist instructors in determining improvement plans for their programs.
- Continued use of College CTE Program portfolio which provides detailed plans for improvement.
- High School students enroll in Bridges Academies within program areas. All Bridges Academies must have three key elements: technical skills, foundational and academic skills, and a work-based component.
- Secondary and post-secondary programs are encouraged to participate in joint advisory boards.

## 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)]**

- Perkins sponsored activities on the secondary and post-secondary level provide hands-on career exploration experiences such as mini career fairs, annual career fair exploration, work place connection activities such as industry visits, job shadows, speaker's bureau, etc.
- Central Lakes Consortium's secondary and post-secondary instructors work cooperatively to meet with industry professionals through the advisory boards, and develop opportunities to bring industry professionals into the classroom.
- Perkins funding increases the availability of career materials such as GPS LifePlan and computer software programs (e.g. MCIS) for student exploration.
- Districts also offer on the job training (OJT), work experience, work experience seminars, student clubs & organizations. College offers internships, service learning opportunities, clubs & organizations.
- All of the above experiences allow students the opportunity for inquiry and knowledge of the industry and career field.
- Several districts offer work based learning opportunities in CTE POS as well as those with Bridges Career Academies which require a work-based learning experience.

## Summary Narrative Part Two

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### 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 regional and 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. CTEcreditMN is the portal used by instructors and students to validate CTE learning eligible for articulation in post-secondary programs. Funding these meetings through provision of travel expenses and instructor time is included in the FY2019 budget.
- 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. Funding these meetings through provision of travel expenses and instructor time is included in the FY2019 budget.
- Central Lakes Consortium's Leadership team determined that one day industry trainings and program area conferences would be approvable expenditures. We expect to implement some bst-practices one day trainings with secondary and post-secondary instrcutors in summer 2019.
- 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-traditional students. Additional monies in the Perkins FY2019 grant are being budgeted to support these efforts.
- DEED presentations on regional labor market data.
- Perkins Coordinators attend workshops including; Perkins Coordinator Workshop; MACTA; and CTE Fall Conference. Funds to support these are included in the FY2019 budget plan.

## 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))]**

- 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—with the implementation of the new tiered licensing plan the consortium will be working to provide support to individual choosing to pursue portfolio licensing. Therefore, positions remain unfilled and CTE programs are frequently cut.
- Postsecondary instructor and counselor practices follow the MinnState credentialing process for hiring. Many efforts are made to recruit and retain CTE teachers and faculty. 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 student retention or transfer. 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 RPOS is "Health Therapeutics".
- Steps of action identifying this RPOS included: identifying the stakeholders, setting meeting dates with stakeholders, providing RPOS materials to the stakeholders for review, meeting with stakeholders to review, completing the RPOS 10 elements document, and then submitting 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

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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)].

1.1. An outcome of the 2018 monitoring visit stated the consortium needed to review and reduce the number of program of study from the current 171. The study and review process began immediately following the recommendation. The consortium decided this is a priority to complete in FY2019. Through this process the consortium will seek to identify the potentially strongest POS and further develop them. Other voices included will be district administrators, school counselors, CTE instructors, and members of the liaison group.

1.2. 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 members) 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.

1.3. Post-secondary faculty continues 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. Based on input from secondary faculty and review of best practices in Perkins Consortium, The Central Lakes Consortium will offer summer skill development workshops for high school instructors taught by post-secondary faculty.

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. CLC faculty use national assessment data in addition to local assessment data to annually review student performance and improve CTE 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 on both the Brainerd and Staples campuses of Central Lakes College. Recently, they held their commencement ceremonies at CLC's campus, and a number of their graduates were matriculating to CLC. Some post-secondary CTE programs, such as robotics and welding, partnered with Adult Basic Education to offer integrated math support in blueprint and technical math courses.

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, Women in Trades VIP Tours, Computer Coding, Manufacturing, Transportation, and Health Care, related summer camps, and a Health Care Workforce Summit in June.

1.9. Post-secondary- students are advised by faculty and industry partners during their program regarding educational path and what is expected in the industry. Students learn such things as expected work place behaviors, entry level skills and related health and safety requirements. Outside of the classroom advisors are assigned to specific programs to support student's academic goals and completion. Secondary-the RC3 grant funded through NJPA and spearheaded through Rural Minnesota Concentrated Employment program (RMCEP) provides career counseling services to sophomores, juniors and senior in 16 of the consortium districts. Those districts not utilizing this opportunity have sufficient on site professional staffing and resources to cover the career guidance and academic advising needed to guide students.

1.10 A. Students create a 6 year graduation plan that includes the first two years of post-secondary, in grade 8. This is created in MNCIS. In the plan they need to document their coursework they plan to take in grades 9-12 and the first two years post-secondary. For the 9-12 coursework planning they identify career choices, then academic programming post-secondary, and then identify the "helpful high school courses" in MNCIS. Here MNCIS often identifies the rigorous courses required for that career field. Often, after the 8th grade students complete their plan they learn that their career choice may not be realistic or they change their academic behaviors. Students re-visit this plan annually and align it to our course offerings and any changes in their post-secondary goals they may have experienced over the past year.

1.10 B The Bridges Career Academies model, explicitly for CTE is used to build in the career connections piece. Goals and purposes of academic advising at the secondary level are to connect areas and see the cross-curricular benefits to both academic areas. This includes students taking science health occupations courses that require them to not only intern, but they must also develop the necessary computer skills along with soft skills that can be taught in both areas of the school. Students in college composition courses are able to do job interviews, resume building and public speaking which can be of great benefit as these students will need to be able to do this when they are preparing for the workforce regardless of the college education level. Students in the business ed area are college bound and for them to understand the rigor of future college courses. Students are told they should experience a small glimpse of what expectations are needed for a college course instead of being surprised by the level of work needed to be successful.

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

## Goal 1 Objectives

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R4, R6 , R7 , R8 , R10 , R11 , P1 , P2, P3, P5
<b>Strategies</b>	
<p>1) Review, study and reduce the number of programs of study in the consortium to focus and strengthen on those with the greatest potential to fill regional workforce needs and student learning opportunities. 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.</p> <p>2) Consider updating state approved RPOS.</p> <p>3) Update and renew advanced standing articulation agreements.</p> <p>4) Provide professional development opportunities for high school and college faculty. Develop technical skill development program for high school CTE instructors taught by college faculty.</p>	
<b>Outcomes</b>	
<p>1a) Review programs of study in use at consortium schools and participation data. 1b) Review survey of school priorities and advisory board minutes. 1c) Review TSA data. 1d) Evaluate approved POS for relevancy and applicability in consortium districts. 1e) CTE program instructors develop POS to be approved by Leadership Team for consortium implementation. 1f) Locally submitted POS will be evaluated and adopted by leadership/liaison team. 1g) Technical Skill Assessments will be administered and data will be used in each state approved POS. Districts will be reminded to report TSA data.</p> <p>1) Current RPOS will be studied and new RPOS may be adopted through the application of rubrics to measure the ten elements required in the RPOS areas.</p> <p>2) Current and potential Advanced Standing Agreements are reviewed to increase the connectivity between secondary and postsecondary CTE programs.</p> <p>4a) Provide professional development activities for CIS instructors in areas of curriculum, pedagogy, student skill evaluation and Open Educational Resources. 4b) Increase the technical skill level of high school and college faculty.</p>	
<b>Measures</b>	
<p>1a-f) 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. 1g) Technical Skill assessments will be administered to postsecondary CTE programs (where available). Secondary students will use TSA in state approved programs of study. 100% of CTE instructors who test, analyze TSA data to create data driven improvement for teaching and learning.</p> <p>2) RPOS Rubric shows average of Level 2.5 subcomponents for the 10 elements.</p> <p>3) Existing advanced standing courses will be reviewed. New courses will be developed. Almost 1500 students will have opportunities to participate in advanced standing courses.</p> <p>4) Host at least 2 professional development activities for high school instructors taught by college faculty.</p>	
<b>Post-Secondary Required Activities</b>	\$139,146.21
<b>Post-Secondary Permissible Activities</b>	\$9,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$24,212.79
<b>Post-Secondary Total</b>	\$172,359.00
<b>Secondary Required Activities</b>	\$73,074.29
<b>Secondary Permissible Activities</b>	\$41,188.75
<b>Secondary Admin Cost</b>	\$10,250.09
<b>Secondary Reserve</b>	\$4,437.16
<b>Secondary Total</b>	\$128,950.29
<b>Total</b>	\$301,309.29

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

## Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R6 , R7 , R9 , R10 , R11 , P1 , P2, P3, P6, P7
Strategies	
<p>1) Establish a comprehensive curricula plan that integrates academic and technical skills resulting in increased student academic and technical skill attainment.</p> <p>2) Increase CTE opportunities to Adult Learners</p> <p>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.)</p> <p>4) Expand community outreach efforts through Service Learning and Civic Engagement Projects.</p> <p>5) Expand, review, revise, and evaluate Bridges Academy courses.</p> <p>6) Assist new CTE staff in licensure issues and completing program approval applications.</p> <p>7) Partner with Rural MN CEP on providing College and Career Advising for Bridges Academy Programs.</p> <p>8) Increase Bridges Academy instructor participation with all career fair opportunities provided by the consortium.</p>	
Outcomes	
<p>Outcomes</p> <p>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.</p> <p>2) Adult Learners receive training and support in partnership with Rural MN CEP, ABE and post-secondary CTE Programs.</p> <p>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.</p> <p>4) Post-secondary &amp; secondary students gain experience in service learning and civic engagement by application of technical skills in project based-learning through a collaborative effort.</p> <p>5a) Increase Bridges Academies by 10% or two additional high schools.</p> <p>5b) Student and teacher end-of year surveys aid in continuous improvement.</p> <p>6) 72% of the students in a Bridges Academy will receive advising services from Rural MN CEP.</p> <p>7) 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.</p> <p>8) Bridges Academy instructors will participate in at least two of the career fair opportunities offered.</p>	
Measures	
<p>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.</p> <p>2) Provide ABE contextualized support in math for at least 2 CTE programs at the post-secondary level.</p> <p>3a) 1400+ students participate in worksite opportunities that provide clarity for specific careers and job skills within clusters.</p> <p>3b) 3,000+ students participated in career fairs and completed survey.</p> <p>3c) 100% of the new Bridges Academy courses include workplace connection activities. Academy exit surveys will be conducted. Longitudinal studies are being developed.</p> <p>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.</p> <p>5a) New school districts are provided opportunities to complete Bridges Academies.</p> <p>5b) Analyze data from student and teacher surveys and share with Bridges Academy teachers.</p> <p>6) Additional CTE staff are eligible for Perkins funding and levy authority.</p> <p>7) Track Bridges Academy Student involvement through a student satisfaction survey of the consortium.</p>	



Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$20,000.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$1,700.00
Secondary Permissible Activities	\$31,450.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$33,150.00
Total	\$53,150.00

## Goal 3 Narrative

### Narrative for Goal 3: Improve Service to Special Populations

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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)].

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 student's 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 continues 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. Post-secondary involvement with the Institute for Women in Trades, Technology and Science produced recruitment and retention plans that are being implemented and should bear results in the near future. The goal is to increase the number of females in our Welding program to start and then expand into other CTE programs. Women in Trades VIP Tours continue to be successful. We will continue to expand the number of tours offered and hope to include a male-focused tour for nursing and dental assisting.

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, ABE, 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. Addition intrusive advising is provided for students in the 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.

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. Special populations

\*Accessibility services

\*Occupational skills program

3.5. 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 is 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.

3.7. The college has an institution wide assessment strategy that addresses the needs of business and industry and the student learning outcomes needed to fulfill program requirements.

### ***Goal 3 Budget: Improve Service to Special Populations***

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**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R5
<b>Strategies</b>	
<p>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.</p> <p>2) Increase enrollment and retention for students with disabilities in CTE programs.</p> <p>3) Increase enrollment, retention, and completion of students non-traditional by gender, students of color, veterans, and students with disabilities in CTE programs.</p> <p>4) Increase special population enrollments in CTE programs after high school graduation.</p> <p>5) Support license fee for Read/Write Gold, a reading and writing support tool.</p> <p>6) Increase outreach and communication to prospective CTE at the post secondary level.</p>	
<b>Outcomes</b>	
<p>1) Special population students complete and demonstrate increased academic and technical skill success as a result of effective support services and resources.</p> <p>2a) Post-secondary students with intellectual disabilities increase and enhance their social opportunities and inclusion within the college community through intrusive advising.</p> <p>2b) Various student-engaging activities conducted for students with intellectual disabilities with the goal of preparing them for college success.</p> <p>3a) Nontraditional students benefit from work connection activities and support groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>5). Students receive reading and writing supports and strategies through Read Write and Gold.</p>	
<b>Measures</b>	
<p>1a) 100% of special population students receive resources and support services (special accommodations) not covered by other resources or agencies.</p> <p>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.</p> <p>1c) 20% of secondary concurrent enrollment and postsecondary students enrolled will use SmartThinking or a comparable on-line tutoring system.</p> <p>1e) Central Lakes Consortium requests assistance on non-traditional participation and completion.</p> <p>2a) Students with intellectual disabilities will participate in opportunities and activities that promote social awareness and connection in the college community. A student survey will be administered to measure satisfaction.</p> <p>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.</p> <p>3b) a 3% increase enrollment and/or retention of non-traditional students are obtained.</p> <p>3c) SmartThinking participation and usage is tracked for effectiveness.</p> <p>4a) 800 parents and students attend high school meetings in 13 high schools resulting in a 6% increase in special populations in CTE courses.</p> <p>4b) A minimum of 500 special population students will receive college option materials.</p> <p>5). Students improve reading and writing skills through Read Write and Gold.</p>	
<b>Post-Secondary Required Activities</b>	\$4,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$4,000.00
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	\$6,000.00

## Goal 4 Narrative

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

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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]
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)]

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 online courses that take place outside of the confines of the core school day. CLC uses Live Online courses that record live classroom interactions that students can participate remotely via video conference or can view (and review) on their own schedule. 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 continues to increase the number of classes offered as Live Online. Currently, two programs of study are fully Live Online: Healthcare Administrative Specialist and Mobile Application Development.

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 online 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.clcmn.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.

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. 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 veteran'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 Department 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.

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

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## Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R2 , R3, R4, R6 , R7 , R8 , R9 , R10 , R11 , P1 , P3, P4, P6, 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	
<p>1) Increase web and technology use to CTE programs and services.</p> <p>2) Promote the vision of CTE within consortium districts and within the region.</p> <p>3) Collaborate with educational institutions, business and industry, community organizations, agency and military partners to promote and improve CTE in our consortium.</p> <p>4) Sustain and expand CTE course offerings through CIS, OCHS, and Advanced Standing Articulation Agreements and BRIDGES Academy courses.</p> <p>5) Collaborate and co-sponsor Senior Transition Workshop.</p> <p>6) Maintain and expand Career Advising Project to additional consortium districts.</p> <p>7) Utilize CTECreditMN.org for all articulated courses.</p> <p>8) Support Reality Store for districts requesting funds.</p> <p>9). Explore further expansion of college ready reading and math courses at additional high schools.</p> <p>10). Students better understand the financial reality of post high school living.</p>	
Outcomes	
<p>1a) MCIS is utilized in CTE programs and the required PLP.</p> <p>1b) Distance education services and web conferencing capabilities are available to schools in the consortia.</p> <p>1c) Increase online PSEO CTE course offerings.</p> <p>2a) Bridges Leadership Council supports and promotes the Bridges Academies and Workplace Connection in consortium high schools.</p> <p>2b) Perkins Coordinators, college president, and secondary/postsecondary serve on chamber education committee, workforce council, and youth council.</p> <p>2c) Students participate in CTE course offerings through College in the Schools, OCHS, and CLC online.</p> <p>2d) Students participate in a POS through Bridges Academy courses.</p> <p>2e) Students are better prepared for career choices and transition through various hands-on activities by attending various career and technical career fairs.</p> <p>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.</p> <p>3b) Office of Veterans Affairs local and state offices ensure veteran's needs are met.</p> <p>3c) Use of DEED/LMI information improves development of POS to meet regional labor market needs.</p> <p>4a) Students participate in rigorous and relevant CTE courses through CIS, Advanced Standing courses, BRIDGES Academy courses, and on-line learning opportunities.</p> <p>4b) Relationships among CTE secondary instructors and postsecondary faculty, counselors and administrators improve student learning and skillful instruction.</p> <p>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.</p> <p>6) Partner with Rural MN CEP to seek funding and resources to expand Career Advising Project to additional consortium districts.</p> <p>7) Students have access to articulated course documentation through CTECreditMN.org</p> <p>8) Students better understand the financial responsibility through participation in the Reality Store.</p> <p>9). Expand implementation of reading and math courses at area high schools that count towards college reading and math prerequisites for FY2019.</p> <p>10). Improve and grow CLC LiveOnline course offerings for FY2018.</p>	

- 11). All articulated courses will be entered by the teacher into CTE Credit MN data base.
- 12) All CTE students will use MCIS to assist with their required PLAN.
- 13) 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 FY2019 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.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$18,600.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$18,600.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$25,487.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$25,487.00

Total	\$44,087.00
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## Goal 5 Narrative

### Narrative for Goal 5: Sustain the Consortium

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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]

5.1. 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 meets 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, and 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. Post-secondary faculty and administration review their programs annually to identify ways to improve. These assessments also inform the budget process.

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 web link). All CTE teachers with approved programs send us a list of the CTE classes, grades 9-12 they taught this current year. In FY18, all 5 year program reviews were completed. At the post-secondary level, each department reviews key assessments in their program and determine how to change their curriculum based on the data from these assessments.

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. Secondary and post-secondary coordinators meet regularly to review data and bring issues to the Perkins Liaison and Leadership teams for input.

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. 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 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions***

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## Goal 5 Objectives

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R4, R6 , R7 , R10 , R11 , 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
<b>Strategies</b>	
<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>	
<b>Outcomes</b>	
<p>1) Consortia assessment of student satisfaction, systems and operations will include targeted measures for support and growth of CTE efforts.</p> <p>2) Support alternative delivery methods including ITV delivery, CLC PSEOnline and OCHS online CTE options.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>3b) Accurate and complete district fiscal reports are available for consortium coordinator and MDE.</p> <p>4a) Review of accountability indicators as completed by Perkins Leadership Team.</p> <p>4b) Strategies to meet negotiated targets are developed by Perkins Liaisons and post-secondary faculty and administration.</p> <p>4c) Grant activities are reviewed with Perkins liaisons and post-secondary faculty and administration.</p> <p>5) CIS survey data is used to improve learning and instruction in CIS courses.</p> <p>6) Joint advisory meetings for program improvements and alignment between secondary and postsecondary and business and industry partners.</p> <p>7a) Consortium provides PD opportunities and supports CTE faculty attendance at CTE related PD workshops/conferences.</p> <p>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>	
<b>Measures</b>	
<p>1) CTE staff will use new technology for alternative delivery of CTE courses between high schools.</p> <p>2a) 11 Leadership Team members will meet bi-monthly. 22 district liaisons (100%) will meet a minimum of 4 times annually and receive monthly minutes of the Leadership Team and liaison meetings.</p> <p>2b) District Perkins revenue/expenses are accurately coded to object code 628.</p> <p>2c) Perkins Operational Handbook is completed and distributed to all affected Perkins partners.</p> <p>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.</p>	

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 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.

8a) The Consortium improves services to students through using data.

8b) Consortia performance targets are met.

<b>Post-Secondary Required Activities</b>	\$2,966.18
<b>Post-Secondary Permissible Activities</b>	\$14,295.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$17,261.18
<b>Secondary Required Activities</b>	\$21,724.95
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$27,579.00
<b>Secondary Total</b>	\$49,303.95
<b>Total</b>	\$66,565.13

## 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	\$139,146.21	\$9,000.00	\$0.00	\$24,212.79	\$172,359.00	\$73,074.29	\$41,188.75	\$10,250.09	\$4,437.16	\$128,950.29	\$301,309.29

**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	\$0.00	\$0.00	\$0.00	\$20,000.00	\$20,000.00	\$1,700.00	\$31,450.00	\$0.00	\$0.00	\$33,150.00	\$53,150.00

**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	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$6,000.00

**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	\$0.00	\$18,600.00	\$0.00	\$0.00	\$18,600.00	\$0.00	\$25,487.00	\$0.00	\$0.00	\$25,487.00	\$44,087.00

**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	\$2,966.18	\$14,295.00	\$0.00	\$0.00	\$17,261.18	\$21,724.95	\$0.00	\$0.00	\$27,579.00	\$49,303.95	\$66,565.13

**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	\$146,112.39	\$41,895.00	\$0.00	\$44,212.79	\$232,220.18	\$98,499.24	\$98,125.75	\$10,250.09	\$32,016.16	\$238,891.24	\$471,111.42

**Secondary Supplemental Budget Sheet**

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Description	File Name	File Size
Loaded by Michelle K.	Central Lakes FY18-19 Allocation.xlsx	51 KB
Loaded by Michelle K.	Central Lakes FY18-19 Allocation.xlsx	51 KB
CLC FY2019 Secondary Budget	CentralLakesFY18-19Allocation from Michelle K.xlsx	47 KB
CLC Secondary Budget	CentralLakesFY18-19Allocation from Michelle K.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	\$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	\$20,000.00
Totals	\$30,000.00

## 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:\*** 24.0%

**Coordinator Budget:\*** \$30,711.00

## Perkins Dollars

## Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Mary Ward	Secondary Perkins Coordinator		\$27,578.00	Perkins Secondary Coordinator position description.docx
Sharon Parker	Business Office support		\$5,509.96	Sharon Parker Perkins Job Description.docx
Emily Clark	Administrative Support		\$4,740.13	Secondary Perkins Admin Assistant 5.1.18.docx
Rebekah Kent	Dean of Brainerd CTE & CT		\$15,767.00	Dean of Brainerd CTE and CT PD.docx
Paul Preimesberger	Dean of Enrollment Management and Student Success		\$14,945.00	Preimesberger Dean of Enrollment Management and Student Success July 6 2017.docx
Nick Bickford	Concurrent Enrollment Specialist		\$14,295.00	Bickford N OASI Post Secondary Enrollment Specialist 12182017.docx
To Be Determined	Videography College Lab Assistant		\$7,000.00	CLA VPRO PD.docx
			\$89,835.09	

## 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
2S1 ? Technical Skill Attainment	1. Perkins coordinator will work directly with district CTE instructors and personnel to emphasize the value and importance of TSAs to students	Resources include Perkins monies to purchase/support TSAs at the secondary	Plans will be implemented immediately following grant	Secondary coordinator will work with district to schedule TSAs and	Progress will be documented/reported of approved TSAs to district data personnel for	In review of the data reported, male students had a higher incidence of	The small "n" counted in the core indicator does not allow drawing contextual factoring.	Stakeholders involved in the process were other Perkins colleagues,

	<p>enrolled in CTE courses and programs. This past year each CTE instructor was sent information regarding the opportunity to use Precision Exams as approved TSA for their content area. The purchase of 500 testing units for use at the district level was approved by the consortia leadership team. This allows for the testing of students on site in a secure testing environment and allows for more students to test for less cost. Other TSA assessment will continue to be used as applicable.</p> <p>2. District reporting personnel will be provided reminders about the entry of TSA completion in the "P" file. In some cases TSAs were administered but not recorded or not reported accurately. These reports and their accuracy are critical to not only this report but also are used as measures for instructors and their students of competency in a particular area.</p>	<p>consortium level. Other resources will be to provide a secure testing environment/location for TSA administration.</p>	<p>approval to schedule TSAs.</p>	<p>district data personnel to report outcomes.</p>	<p>inclusion in the "P" file.</p>	<p>non-success. However, the population numbers are small and thus cannot be considered as being indicative of this population. Another data point indicated non-traditional students did not meet the negotiated target. Again the "n" indicates definitive conclusions cannot be determined using this characteristic.</p>	<p>CTE instructors, Perkins mentor and other knowledgeable professionals. Discussions included such things as rationale for delivery of TSAs, the importance of using the TSAs to establish validity with course and program standards and compliance with Carl Perkins and technical skill attainment requirements.</p>
<p>3P1 ? Student retention or transfer</p>	<p>CLC has put in place a retention effort in FY18 focused on helping students succeed. Advising processes have been redesigned to include more proactive outreach to students who are at risk of non-completion. Advisors with closely with faculty and students to determine root causes and remove barriers to student success.</p> <p>CLC advisors also have developed a more consistent information flow to students that includes information such as registration information, resources available to students, and where to find tutors.</p> <p>CTE programs identified successful students to work as certified peer tutors to support students in their learning. Some CTE programs, such as robotics and welding, collaborated with Adult Basic Education to offer integrated math support in blueprint and technical math courses.</p> <p>CTE faculty and deans worked with program advisory boards to find creative ways for students to finish their academic program while being employed. Conversations were had stressing the importance of allowing students to complete their education both to support their skills in their employment but also to help students progress in their career as in many cases, a degree of some sort is required to advance.</p> <p>CLC faculty and advisors are also working closely with the CLC Counselor to support students with stress, anxiety, and mental health challenges so that students can be successful in their studies.</p>	<p>Perkins funds along with Minnesota State Funds are being used to support additional advising and interventions to help students successfully complete their programs of study and/or transfer on to additional education.</p>	<p>In FY19, CLC will continue to implement the changes made in FY18 and will review data to determine impact and modify activities accordingly.</p>	<p>Perkins Post Secondary Coordinator, CLC Dean of Student Services, Deans of CTE, VP of Academic and Student Affairs, CLC Advisors, CLC Counselor</p>	<p>Review of retention data for fall to spring, fall to fall, and program completions. Review of transfer to 4 year universities.</p>	<p>There are larger statewide labor force shortages and difficulties with data that affect performance of this indicator. As the statewide and regional labor shortage continues to grow, there is increasing pressure for students to either not enroll in college programs or to leave their studies before completion in order to work. CLC is working with students and employers to find creative ways to students to complete their studies while also working. In addition, there is a data challenge for this indicator. Many students do not declare the major they end up pursuing nor do they formally change their program of study to reflect the classes they take. As such, often times the data being collected as part of the 3P1 indicator are not as accurate as they could be because only students can declare or change their majors, and in many cases, their declared major does not reflect their actual program of study.</p>	<p>Student retention and completion are major foci of CLC's enrollment strategy. The new VP of Academic Affairs is working with college faculty and staff to find new ways to support student success.</p>

## 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	
<b>Indicator Not Met:*</b>	1P1 ? Technical Skill attainment
<b>Negotiated Performance: *</b>	87.80%
<b>Actual Performance: *</b>	80.17%
General strategies planned to improve performance:	
<ol style="list-style-type: none"> <li>1. Review TSA data to determine areas of weakness.</li> <li>2. Research other TSA options that may better fit the CTE program.</li> <li>3. Potentially redesign curriculum to better align with national standards.</li> </ol>	
Comments or context for actual performance (optional):	
Many programs are reviewing alternative TSAs, such as Precision Exams, as in many cases, the NOCTI exams are not an adequate representation of what is being learned in CTE programs. In FY18, the nursing program redesigned curriculum to better support student learning and mastery of core concepts as tested by the Nursing National Council License Exam. That curriculum will be implemented in FY19.	
Improvement Report 2	
<b>Indicator Not Met:*</b>	1S1 ? Academic Attainment in Reading/ Language Arts
<b>Negotiated Performance: *</b>	54.99%
<b>Actual Performance: *</b>	51.79%
General strategies planned to improve performance:	
Strategies used to improve performance:	
<ol style="list-style-type: none"> <li>1. Review and study individual district reports to identify trends of low performance.</li> <li>2. Communicate with all districts the need to improve performance in this area since this is year two for an improvement report for the district.</li> <li>3. Through iterative communication with the districts, identify opportunities to improve on this measure for direct benefit of CTE program learning.</li> <li>4. A suggested strategy from the consortium liaison leadership team is to provide instructor workshops on curriculum planning to include imbedding additional rigor in the area of reading and language arts in CTE courses. Monies to facilitate this have been included in the FY2019 budget.</li> </ol>	
Comments or context for actual performance (optional):	
Improvement Report 3	
<b>Indicator Not Met:*</b>	1S2 ? Academic Attainment in Math
<b>Negotiated Performance: *</b>	41.83%
<b>Actual Performance: *</b>	38.94%
General strategies planned to improve performance:	
Strategies used to improve performance:	
<ol style="list-style-type: none"> <li>1. Review and study individual district reports to identify trends of low performance.</li> <li>2. Communicate with all districts the need to continue to improve performance. Performance gaps have tightened from the previous year and we will continue with strategies for improvement developed last year. These included curriculum modifications and the monitoring of data from the grading cycles.</li> <li>3. Through iterative communication with the districts, identify opportunities to improve on this measure for direct benefit of CTE program learning.</li> <li>4. A suggested strategy from the consortium liaison leadership team is to provide instructor workshops on curriculum planning to include imbedding additional rigor in the area of applied mathematics in CTE courses. Monies to facilitate these workshops have been included in the FY2019 budget.</li> </ol>	
Comments or context for actual performance (optional):	



**Improvement Report 4**

<b>Indicator Not Met:*</b>	2S1 ? Technical Skill Attainment
<b>Negotiated Performance: *</b>	87.50%
<b>Actual Performance: *</b>	71.88%
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 5**

<b>Indicator Not Met:*</b>	3P1 ? Student retention or transfer
<b>Negotiated Performance: *</b>	22.17%
<b>Actual Performance: *</b>	17.65%
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 6**

<b>Indicator Not Met:*</b>	6S1 ? Nontraditional participation
<b>Negotiated Performance: *</b>	35.50%
<b>Actual Performance: *</b>	34.60%
General strategies planned to improve performance:	
Strategies planned to improve performance:	
<ol style="list-style-type: none"> <li>1. Review and study individual district reports to identify trends of enrollment in non-traditional programs by gender.</li> <li>2. Communicate with all districts the need to improve performance in this area.</li> <li>3. Through iterative communication with the districts, identify opportunities to improve on this measure for direct benefit of CTE program learning and enhancement.</li> <li>4. A suggested strategy from the consortium liaison leadership team is to provide materials and meetings with parents, district counselors and others responsible for assisting students with course/program registration on the value and opportunities related to CTE learning with a focus on non-traditional programs by gender for students.</li> </ol>	
Comments or context for actual performance (optional):	

**Statement of Assurances & Certifications**

Description	File Name	File Size
FY2019 Central Lakes Consortium Statement of Assurances from District Superintendents and President of Central Lakes College	Central Lakes Consortium signed statement of assurances for FY2019.pdf	7.2 MB

**Attachments**

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Description	File Name	File Size
CLC Consortium secondary needs assessment sent to school district liaisons, superintendents and principals.	PERKINS Needs Survey CTE (2).docx	20 KB

