

Standard 29.

The unit must have financial, human, and physical resources to maintain licensure programs, support teacher educators, provide administrative support, and meet all unit and program standards, including the ability to collect and analyze data for continuous improvement

A strong teacher preparation program depends on having the resources needed to sustain high-quality instruction, support faculty, maintain clinical partnerships, and uphold all licensure and accreditation standards. Standard 29 recognizes that teacher preparation is resource-intensive, requiring stable funding, dedicated personnel, appropriate facilities, and reliable data systems. At Fond du Lac Tribal & Community College, these elements are firmly in place, allowing the Elementary Education program to operate smoothly, support its teacher educators, and maintain the capacity needed for continuous improvement.

Financial Resources Supporting Program Quality

FDLTCC has three primary funding sources: Minnesota legislative allocation, tuition revenue, and grants. The State of Minnesota budgets on a biennial basis. An allocation is determined for the biennium for Minnesota State as a whole. The Minnesota State System Office then allocates these funds to its institutions based on a complex set of formulas that include enrollment, efficiencies in delivering programs, and student success measures. Tuition rates, including any allowed increases, are finalized each June by the Minnesota State Board of Trustees. Tuition rates vary across the institutions in the system. In FY26, the State allocation for FDLTCC was approximately \$6.8M. The budgeted operating revenue was approximately \$3.7M for FY26. This includes tuition, fees, collection of past due balances, and other revenue such as concurrent enrollment/PSEO contracts and facilities rental. This \$10.5M budget makes up the General Fund, and the goal is to have a balanced budget. FDLTCC has a healthy fund balance that can be authorized to help balance the budget, though every effort is made to not use fund balance for operations. In addition to the General Fund, FDLTCC has secured various grants at the Federal, State, and private level which support student support positions and other programming such as the college's Environmental Institute. FDLTCC provides stable and predictable funding for its programs, including Elementary Education, through its budget process outlined below. This financial foundation ensures the Elementary Education program can fully support teacher educators, clinical supervisors, administrative staff, technology needs, and assessment systems such as Watermark. Grant opportunities—particularly those aligned with Indigenous education, workforce development, and teacher pipeline initiatives—further strengthen the program by supporting candidate success, professional development, and community-based partnerships. (Evidence: [Linda and Norman Baer Scholarship Guidelines 2024](#) , [FDLTCC EL ED student letter Spring 2022](#), [MITTP Application FY24 updated 10.23.23 Elementary Education and CDEV with Signatures.doc](#), and [Workforce Development Scholarship Application](#))

Budget decisions are collaborative, involving the Dean, Program Coordinator, Educational Facilitator, faculty, and Executive Financial Officer. Funds are strategically invested in faculty compensation, supervision, assessment systems, travel for school partnership coordination, instructional materials, and technology updates. This planning ensures that even when enrollment fluctuations occur, core program

functions remain fully supported through contingency strategies, workload adjustments, and diversified funding streams. ([FY26 Budget Request Elementary Education.pdf](#))

General Fund Support of the Elementary Education Program, FY24-26

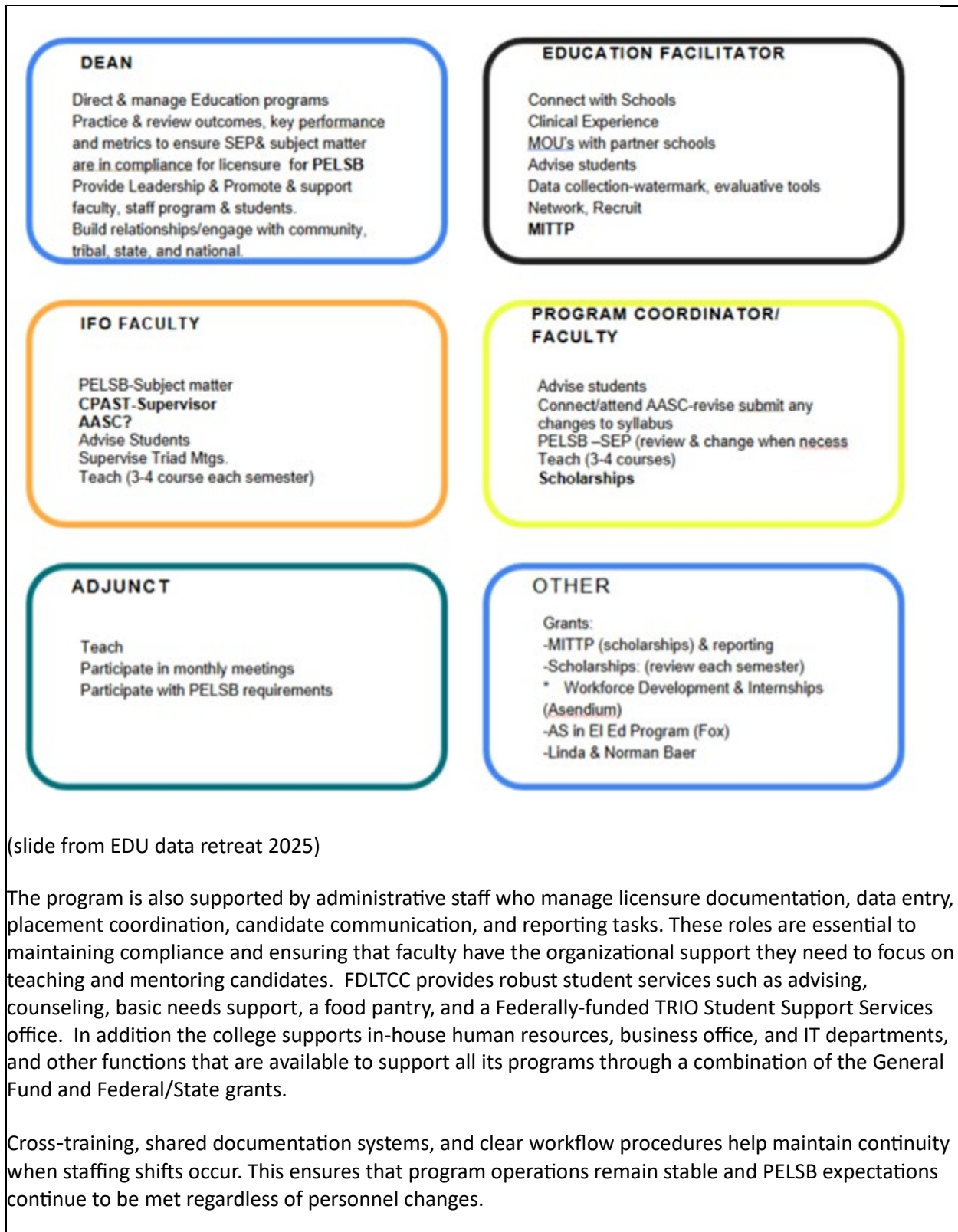
The table below shows the General Fund budgeted financial support for the Elementary Education program for the past three fiscal years.

FY24-26 General Fund Budget – Elementary Education			
	FY24	FY25	FY26
Salary/Fringe	\$306,000	\$400,000	\$400,000
Non-Personnel	\$60,000	\$63,000	\$56,700
Total	\$366,000	\$463,000	\$456,700

Over this time, the program started with its third and fourth-year students, which made it necessary to hire a full-time teacher under the IFO union contract, which is typically only for 4-year schools. This is an arrangement unique to FDLTCC in the Minnesota State System. The Salary/Fringe budget was increased to provide support for this. For FY26 all departments were asked to make a 10% reduction to non-personnel budget from FY26 in order to help balance the college's budget. This was due to increasing personnel costs that were not supported through increased State allocations or large tuition increases. The college has used several strategies to continue to support its programs through these challenges. This included the previously-mentioned 10% reductions and shifting some of its personnel costs to grants where appropriate. The collaborative and transparent budget process at the college ensures that everyone on campus is informed of any issues affecting the college's budget.

Human Resources: Faculty, Supervisors, and Administrative Support

The Elementary Education Unit maintains the faculty and staff needed to deliver a high-quality program that is both culturally grounded and academically rigorous. Teacher educators carry balanced workloads that include teaching, advising, clinical oversight, assessment work, and K-12 engagement. Faculty are available in numbers sufficient to provide timely and meaningful feedback to student teachers, and are trained and evaluated according to unit policies.



Physical Resources for Teaching and Learning

FDLTCC offers the instructional and administrative spaces needed for a robust teacher preparation program. Modern classrooms equipped with technology support interactive, culturally sustaining instruction. Faculty and advisors have access to meeting spaces where they can work individually with candidates, and have designated areas for debriefing, planning, and coordination.

The program also has access to curriculum materials and teaching resources—including reading intervention tools, science kits, manipulatives, and lesson design materials—that candidates use during methods coursework. These resources help ensure that candidates are prepared with hands-on experience in teaching materials aligned with Minnesota Academic Standards. ([FY26 Budget Request Elementary Education, Campus - Fond du Lac Tribal and Community College](#) , [Virtual Tour - Fond du Lac Tribal & Community College](#))

Technological Resources for Instruction, Assessment, and Reporting

Technology plays a central role in course delivery, assessment, data management, and licensure workflows. Faculty and candidates use D2L Brightspace for instruction, and classrooms include interactive boards, display technology, and tools that support structured literacy and lesson planning.

Watermark serves as the backbone of the program’s assessment and reporting system, housing candidate assessments, field experience records, clinical evaluations, dispositions, and progress checkpoints. The system supports data aggregation for PELSB reporting, Title II submissions, and internal continuous improvement processes. Securing cloud storage, SIS systems, and encrypted communication ensure that all data handling complies with FERPA and Minnesota data practices laws. These technological systems make it possible for the unit to store and analyze data, monitor program trends, and adjust practices based on evidence. ([D2L brightspace](#), [watermark](#), and [Data Privacy Policy \(FERPA and MGDPA\) - FDLTCC](#))

Summary

FDLTCC maintains the financial, human, physical, and technological resources necessary to operate a high-quality licensure program. Stable funding, qualified faculty and strong administrative support enable the program to meet all state standards. Facilities, technology, and data systems support instruction, clinical practice, licensure management, and reporting. These combined resources ensure that the Elementary Education Unit can sustain rigorous teacher preparation, comply with all PELSB and state requirements, and engage in meaningful, evidence-based continuous improvement.