



Status Report

01686-FY17 North Country Consortium Perkins Application

Perkins IV Consortium

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Organization Information

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Organization Type: MN Perkins Consortium
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Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

The North Country Consortium uses the POS organizational framework to identify and develop appropriate Programs of Study. Each POS identifies a sequence of courses beginning in grade 9 and continuing through the second year of college and on to a university through established articulation agreements. North Country views the development of POS as an opportunity to develop a consistent system among all members of the consortium, to coordinate efforts to provide career guidance and education and to offer optimal opportunities for transition and subsequent college success for learners. The relationships established through more than 18 years of secondary and post-secondary faculty working cooperatively to develop Tech Prep agreements continue to provide a strong foundation for consultation with faculty to build POS. These relationships will continue to be used to involve both secondary and post-secondary faculty and counselors in the development of POS.

Program of Study opportunities and college and work readiness standards are communicated to learners, parents, teachers, faculty and administrators using the state POS website and locally developed written materials. A network of counselors, teachers and advisors provide the primary information delivery for POS. All dual enrollment options are key components of POS.

The College addresses the unique educational needs of adult learners in a number of ways. The Northwest Technical College Re-careering Services serves as an entry point for adult learners by supporting them in the career development, application, education, and placement phases. Information about Re-careering Services is provided verbally, in print and on a web site. The College is a key partner in Beltrami Works, a work force initiative that will use a coaching model to help adults get off of welfare and into education and work. NTC staff have participated in the MnSCU wide efforts at creating an Adult POS process and will continue with these efforts if called upon by the MnSCU System Perkins staff.

Professional development needs of all members of the consortium are met through cooperative delivery that includes work force representation. Resources such as MCIS, iseek.org, DEED, O*NET, and local Work Force data are part of professional development for faculty/staff/counselors in the development of POS. In addition this information helps faculty/staff focus POS on high skill, high wage or high demand occupations.

The level of technical skill attainment will be improved by increased efforts in assessment. Northwest Technical College continues its focus on assessment and plans to implement activities that move the college from a compliance orientation to a commitment orientation, involving the college community in taking responsibility for assessment. Most NTC CTE programs are considering NOCTI, Skills USA, and other State of Minnesota CTE approved instruments for Technical Skill Assessment.

Two major factors occurred during FY15 that have led to a re-start on the development of POS. First the Consortium learned that post-secondary TSA is virtually impossible within the Business POS because all NTC business programs are On-line and the approved TSAs must be administered in the testing center certified by the test vendor. The logistics of administering TSAs through multiple testing centers is nearly impossible. The Consortium will maintain the present Business area POS with TSAs only for the secondary level. Second, during FY15 NTC went through a complete revamping of the CTE curriculum, which resulted in the elimination of the construction program and the related Construction POS. Once all the new curriculum is approved by the MnSCU System Office, the Consortium will start anew in FY16 with POS development. At this time initial work has occurred with the Health Therapeutic - Nursing POS with Bemidji High School.

For FY17 the Consortium will develop a POS in Automotive with BHS. In addition Consortium staff will review the POS webpage and make appropriate updates/additions/deletions, as well as updating the RPOS rating sheet. Also, additional Articulations Agreements will be pursued through additional Consortium high schools.

At the secondary level during FY 16, NCVCC continued to work with FACS and Business Teachers to administer state approved assessment instruments. A Skills USA assessment was also administered at Bemidji High School this year.

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

A POS was developed between Bemidji High school and Northwest Technical College in Automotive. Secondary and post-secondary Perkins leaders met with NTC faculty, Mark Johnson and BHS faculty, Andy Olson. In the past efforts have not been made to maintain the MNPOS website, however with the new post-secondary leadership in FY17-18 steps have been made to update the POS website and efforts will continue to be made as new leadership becomes familiar with the system.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

The automotive POS impact will be measured based upon the number of students enrolled, TSA results, and faculty feedback.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

New leadership will begin monitoring POS involvement and determine which activities are needed to help with promotion.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds R2 Programs of Study, R5 Professional Development , P2 Counseling

Strategies

Support career guidance/counseling programs in member schools

Outcomes

High school counselors and career advisors assist high school students with career planning activities that help them choose courses sequenced in POS

Measures

12 consortium high schools will be provided career guidance/counseling services for their CTE students

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$2,000.00

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds R2 Programs of Study

Strategies

To develop Programs of Study using the POS organizational framework.

Outcomes

Provide communication and marketing strategies and materials for Programs of Study a. Program of Study information will be available through individual counseling sessions b. Update student handbooks, and wheel c. Provide POS information during parent conferences, and pre-registration sessions d. Provide counseling and guidance sessions for students, parents, staff, and administration regarding POS e. Promote use of POS web site

Measures

Fourteen consortium schools will communicate information about POS opportunities to students and parents through principals, school counselors, CTE teachers and career advisors

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$25,347.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$25,347.00
Total	\$25,347.00

Reallocation Explanation

Goal 1 Objectives 3

Use of Funds R2 Programs of Study

Strategies

To develop Programs of Study using the POS organizational framework.

Outcomes

Identify Career Clusters for development of POS. Identify a sequence of courses in grades 9-14 for each POS in each applicable member school by reviewing secondary course outlines and college syllabi, determining course sequences, and updating articulation agreements and Tech Prep college credit offerings.

Measures

A POS will be developed for the Automotive Area under the Transportation Career Cluster. The Consortium will continue to develop Articulation Agreements with additional high schools and programs. The goal will be 10 additional Articulation Agreements for FY17.

Post-Secondary Required Activities	\$5,071.70
Post-Secondary Permissible Activities	\$0.00

Post-Secondary Reserve	\$6,000.41
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,072.11
Secondary Required Activities	\$9,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,000.00
Total	\$20,072.11

Reallocation Explanation

Goal 1 Objectives 4

Use of Funds R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration

Strategies

To implement assessment process to measure program effectiveness

Outcomes

Coordinate and support academic assessment process, including faculty development

Measures

Postsecondary programs will identify specific instruments/tools to assess program outcomes

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

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

Goal 1 Objectives 5

Use of Funds R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality

Strategies

To increase opportunities and services to help students make decisions regarding career pathways, career choice, and programs of study

Outcomes

1. Provide site licenses for MCIS 2. Develop career planning materials

Measures

1. Provide site licenses for MCIS for 12 school districts 2. Develop career planning materials for 12 school districts

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,302.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$5,314.69
Secondary Reallocation Reserve	\$1,230.63
Secondary Total	\$14,847.32
Total	\$14,847.32

Reallocation Explanation

Provide site licenses for MCIS for 12 school districts 2. Develop career planning materials for 12 school districts

Goal 1 Objectives 6

Use of Funds R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R10 Collaboration

Strategies

To increase opportunities for students to use technology in CTE courses

Outcomes

1. Enhance technologies in CTE courses

Measures

1. 12 consortium high schools and NTC will be provided with Perkins funds to upgrade and expand various technologies.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$45,836.90
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$28,265.99
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$74,102.89
Total	\$74,102.89

Reallocation Explanation

Goal 1 Objectives 7

Use of Funds R1 Academic Integration , R2 Programs of Study, R6 Assessment

Strategies

To monitor and use recommendations from state on technical skill assessments

Outcomes

Coordinators will attend all state called meetings addressing use of technical assessment to help select proper assessment tools for each POS.

Measures

1a. Coordinators will attend 2 state called meetings 1b. As new POS are developed, corresponding TSAs will be selected.

Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00

Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$750.00
Total	\$3,250.00

Reallocation Explanation

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

Goal 2 Narrative:

Advisory Committees are critical components for ensuring that programs are high skill, high wage, or high demand, and meet the needs of regional business and industry. Advisory committee membership is comprised of secondary, college, and university faculty, employers, and agency representatives, providing for comprehensive input. Secondary and post-secondary advisory committees will strive to create joint advisory committees where applicable or include each other in membership. North Country will build on the success of “Passport to the Future”, an experiential career exploration event begun in FY10. In addition to the college and high schools, area businesses, chambers and workforce centers were and will continue to be key components of developing and delivering the event.

The College has collaborated with Rural Minnesota CEP (Workforce Center) on the delivery of career development workshops on FY10 thru FY16. NTC is anticipating a continuation of these workshops in FY17.

NTC works with the local ABE office to integrate ABE services directly into CTE classes. During FY11 an ABE instructor was infused into an Environmental Design program class; for FY12 an ABE instructor was infused into both Child Care and Forestry Technology courses. In FY13 the college delivered a pre-health careers FastTRAC grant and infused ABE into Intro to A & P and Intro to Computers for Medical Apps. FastTRAC was expanded to welding during FY15. The FastTRAC grant will continue in FY16, with the possibility of expanding into manufacturing.

During FY15 the Bemidji Area ABE program was physically moved to the NTC campus. This is a great benefit for the college’s CTE students to assist them with basic skill needs. In addition, many local adults come to the campus for ABE classes and tutoring, which exposes them to the CTE programs at NTC.

The Consortium includes membership of two charter high school and one tribal high school.

Northwest Technical College has the distinction of being the only technical college in Minnesota aligned with a state university. This alignment facilitates expanded transitional and learning opportunities for learners. Articulation agreements with the university provide career pathways for learners after their technical college education. Learner services staff maintain close contact with area service providers and cooperate to offer efficient and effective services.

All CTE programs have advisory committees that include representation from business and industry. A primary focus of the advisory committees is to review curriculum and program outcomes and to ensure that the program meets the needs of the industry. This ensures that throughout the programs, students are provided with strong experience in and understanding of all aspects of the industry. Other vehicles for providing for experience and understanding of all aspects of the industry include guest speakers, clinical, internships and field trips.

The Consortium continues to partner with TEAM Industries. TEAM Industries will be instrumental to the Consortium by providing: apprenticeships, teacher training, scholarships, equipment.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

All Consortium high school CTE Advisory Committees met last year. The HS Advisory Committees includes representatives from local industry, school board members, teachers and administrators. Bemidji High School also includes NTC faculty on some Advisory Councils.

All NTC CTE programs have Advisory Committees with most have members that represent secondary CTE programs.

Due to the large geographic area of the Consortium, it is not possible to have post-secondary CTE faculty on secondary Consortium school Advisory Committees or to have joint Advisory Committees.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

The major roles of the CTE Advisory Committees have been to ensure that the curriculum is up to date and meets local industry standards, as well as providing internship and employment opportunities for students. The Advisory Committees are the voice of the local industry, helping the CTE programs provide needed skills that are applicable to the local workforce. Without both secondary and Post-secondary, the CTE program instructors do not believe that their programs would be able to address local industry needs to the level they do at this time.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

Seven WBL coordinators delivered "All Aspects of the Industry" to students involved in various aspects of work-based learning. Students took advantage of opportunities to attend field trips which emphasized manufacturing, technology, and construction. Approximately 100 students were able to participate in the field trips during the year. Students from the Consortium schools attended "Passport to the Future" at NTC. This is a career-based fair held in March 2017. Approximately 475 students attended the event.

Several post-secondary programs require students to experiences an internship experience. Examples of such programs include but are not limited to: Nursing, Dental Assisting, Community Health Worker, Medical Secretary, and Early Childhood Education. Students spend time with local agencies such as Sanford Health and Headstart, but many also work with various industries across the region. Programs range in size from 15 students to over 50.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration, R11 Articulation, R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration, R11 Articulation

Strategies

Expand dual enrollment opportunities

Outcomes

1. Contact consortium high schools to determine potential Articulated courses. 2. Continue to participate in Online College in the High School

Measures

1. 12 consortium high schools will receive individual contacts from the College about potential Articulated courses. 2. At least 1 new course will be offered via Online College in the High School

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

Goal 2 Objectives 2

Use of Funds

R1 Academic Integration , R2 Programs of Study, R11 Articulation, P1 Advisory Committees

Strategies

Expand program advisory committees to include business, labor, work force and secondary & postsecondary partners

Outcomes

Secondary and post-secondary advisory committees will include each other in membership.

Measures

10 advisory committees will have both secondary and postsecondary members

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,300.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,300.00
Total	\$1,300.00

Goal 2 Objectives 3

Use of Funds

R1 Academic Integration , R3 All Aspects of an Industry, R10 Collaboration, P3 Work-Based Experiences

Strategies

Include elements of “all aspects of an industry” in work-based learning programs throughout the Consortium.

Outcomes

1. A Consortium-developed work-based learning curriculum includes training modules on the (9) elements of “all aspects of an industry”. 2. Provide training sessions for Work-based learning instructors on various curriculum components including: a. Programs of Study / Career Pathways b. All aspects of an industry c. Updating of training plans 3. Provide opportunities for job shadowing, field trips, career exploration trips, and work experience activities for students.

Measures

1. Seven Work Base Learning WBL Coordinators deliver the (9) elements of “all aspects of an industry” to students involved in various aspects of work-based learning. 2. Seven WBL Coordinators review/update training agreement plans to address POS and work readiness skills 3a. 200 high school students throughout the Consortium will benefit from work-based learning activities which incorporate “all aspects of an industry” 3b. Eight schools will be provided support for students to participate in career field trip activities

2. One meeting of all seven WBL coordinators will be hosted by the Consortium at NTC during the Fall of 2016.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,700.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,700.00
Total	\$3,700.00

Goal 2 Objectives 4

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition

Strategies

Increase career awareness of learners in grades 9-12

Outcomes

1.Deliver "Passport to the Future" career exploration event in 2017 to learners in grades 9-12

Measures

1a. 500 high school students will attend "Passport to the Future" at NTC 1b. Pre-and post-event instructional materials developed and distributed to 14 participating high schools

Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$8,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$12,000.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

The Consortium is committed to ensuring that students have knowledge and access to non-traditional programs and that students from special populations have equal access and success. Assessment practices compare data for special populations with the college as a whole and discrepancies are addressed. Perkins funding will continue to be used to support efforts to provide equal access for all student with an emphasis on student from special populations. Numerous federal, state and college laws and policies guarantee that individuals from special populations are provided with equal access and are not discriminated against.

New program development guidelines facilitate new programs leading to high-skill, high-wage, or high-demand employment. Program assessment and vitality measures support continuation of those programs that lead to high demand employment. Enrollment and retention data for learners in non-traditional programs indicate that fewer learners are choosing non-traditional programs. Informal assessment of the experiences of women in non-traditional programs and their reasons for not completing programs reveal that their reasons for leaving college are more likely to be related to personal life challenges than to college experiences.

The College Learning Services Director is an active member of the local secondary to postsecondary transition team and attends staffing when invited.

The FY16 APR will include a report providing information on the the process NTC is using to ensure that Special Populations students, particularly students with disabilities, are being provided needed servcies when they are on Online Students.This report will include an analysis of developmental classes. In addition the Consortium is requested Technical Assistance on the issue of ensuring special population students are being fully served through online learning, for the Counselor/Work-Based Learning Coordinators meeting during the Fall of 2016.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

Service to students with disabilities has had the greatest success within the consortium. Secondary and post-secondary staff meet regularly on transition of the students from high school to college. In addition, NTC has strong staff within the Disability Services office. New electronic methods (STARFISH) for early detection of academic difficulties have been implemented.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

A planning process began in spring of 2016 to bring together consortium secondary and post-secondary administrators secondary counselors, WBL instructors, and local agencies including: CEP, Evergreen House (Transition for students in crisis), BSU transition services, and Bemidji Regional Inter-district Cooperative (Special Ed. Coop). The purpose of the group is to improve communication between local agencies and educational institutions for the benefit of special population students. This is an ongoing process.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

Based on previous year's performance indicators, consortium educations have been given the opportunity to attend specific workshop opportunites that target this goal. The level of understanding regarding the importance of special populations has increased in recent years and may account for the secondary performance standards being met.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R9 Special Populations, R10 Collaboration

Strategies

Offer full programmatic access and success for students with disabilities

Outcomes

Provide needed support services through the NTC Office for Students with Disabilities that enhance access and success for CTE students.

Measures

1a. Students requesting and qualifying disabilities will receive support services. 1b. The NTC Disabilities Coordinator will visit 7 Consortium high schools to discuss CTE opportunities for student with disabilities. 1c. 50% Students with Disabilities will complete programs

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$0.00

Total \$0.00

Goal 3 Objectives 2

Use of Funds

R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services

Strategies

Offer full programmatic success for CTE students who are economically disadvantaged.

Outcomes

Provide professional and peer tutoring to foster high academic success in CTE programs.

Measures

1a.1100 (duplicated headcount) postsecondary CTE students will receive professional and peer tutoring services.

Post-Secondary Required Activities \$10,500.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve	\$14,300.00
Post-Secondary Total	\$24,800.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$24,800.00

Goal 3 Objectives 3

Use of Funds R2 Programs of Study, R9 Special Populations, R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services

Strategies

Provide academic support for members of special populations in order to meet technical program requirements

Outcomes

Provide academic support services, such as: a. special education case managers b. counseling services c. mentors/job coaches d. Academic Advisors

Measures

13 consortium high schools will provide academic support services in CTE programs. 500 Postsecondary economically disadvantaged students will receive intrusive academic advising.

Post-Secondary Required Activities	\$0.00
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Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$1,000.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$1,000.00
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Total	\$1,000.00
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Goal 3 Objectives 4

Use of Funds R9 Special Populations, R10 Collaboration, R11 Articulation, P1 Advisory Committees

Strategies

Provide full access and success to all non-traditional students

Outcomes

Provide CTE non-traditional students with outreach, assessment, counseling, academic advising, peer-tutoring, career planning

Measures

1a. 150 postsecondary students will be enrolled as non-traditional students in CTE programs. 1b. NTC staff will visit students at all 14 consortium high schools to discuss non-traditional CTE opportunities

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$0.00

Total \$0.00

Goal 3 Objectives 5

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, R10 Collaboration

Strategies

Provide special populations with supportive services and guidance counseling services designed to facilitate transition from secondary to post-secondary programs, further training, or employment.

Outcomes

Provide the following services: a. classroom modifications b. curriculum/equipment modifications c. supportive personnel d. instructional aid and devices e. guidance counseling activities

Measures

12 consortium high schools will provide supportive services for special population students as appropriate for individual students

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$1,000.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$1,000.00

Total \$1,000.00

Goal 3 Objectives 6

Use of Funds

R1 Academic Integration , R2 Programs of Study, R9 Special Populations, R10 Collaboration, P2 Counseling, P5 Student Organizations

Strategies

Recruit and enroll CTE students from diverse backgrounds and provide assessment, comprehensive counseling, academic advising, tutoring, and career-planning.

Outcomes

1. Provide needed support for economically disadvantaged students through NTC's Student Services 2. Consultant/staff conduct in-service sessions for school counselors and select CTE instructors on ways to recruit students into non-traditional programs.

Measures

1a. 150 Consortium postsecondary CTE economically disadvantaged students will receive support services. 1b. NTC staff will visit 12 consortium high schools to discuss CTE opportunities for economically disadvantaged students at NTC 1c. 250 economically disadvantaged students will utilize the "Gathering Place" for study and meetings. 2. Two in-services will be conducted for 20 counselors and select CTE instructors on ways to recruit students into non-traditional programs

Post-Secondary Required Activities \$60,600.00

Reallocation Explanation

Post-Secondary Permissible Activities \$5,000.00

Post-Secondary Reserve \$8,788.00

Post-Secondary Total \$74,388.00

Secondary Required Activities \$3,000.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$3,000.00

Total \$77,388.00

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

Goal 4 Narrative:

The Consortium will continue to use ACCUPLACER for addressing college readiness needs while students are still enrolled in high school. The College offers technical assistance and support to high schools that use or desire to use the ACCUPLACER. As dual enrollment options increase there will be a greater need for ACCUPLACER services at member high schools. A change in college policy allowing students to use their tech prep credits upon enrolling in the College should increase the use of tech prep credits. The consortium will focus on increasing the number of learners who receive Tech Prep advanced standing at NTC.

Nearly all of Northwest Technical College programs provide entry-level certificate options. Identifying certificate, diploma, and degree options has been part of the new program development process at Northwest Technical College for many years. Programs are developed with stackable credentials. Stackable credentials was at the heart of the "re-invention" of NTC's curriculum during FY15. The identification of certificate options assists with student transition and ability to stop-out and then return for additional education at NTC or another community or technical college.

The College offers high levels of services to military veterans as evidenced by the college earning the "Military-friendly" designation. The college has a designated resource center area for veterans. One day a week the Northwest Regional Veterans Coordinator is on campus. The College is increasing its collaborative relationship with the local workforce center. Over the past few years scores of dislocated workers have been referred to NTC for educational services. The workforce center supplements campus services through offering job-seeking workshops on campus.

Approximately 40% of college courses are available online and 50% of enrollment results from online enrollment, providing flexibility and access for students unable to attend at specified course times. Most programs allow for entry at the beginning of any semester. In recent years the college has developed compacted eight-week courses to provide yet another option for students.

All Consortium members use *Go Places*, *iseek.org*, MCIS and other resources to provide continuum of service for students interested in POS not available within the Consortium. North Country will continue to maintain working relationships with other Perkins consortia to facilitate opportunities for students in POS not available at NTC. The North Country Consortium will continue brokering relationships with surrounding consortia which ensures that students from any local consortia will have the programs and services of the other consortia available to them through brokering of services, including dual enrollment opportunities.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

Northcountry Consortium high schools have articulation agreements with Northwest Technical College, Minnesota State Community and Technical Colleges, and Alexandria Technical and Community College.

The consortium is a member of the Online College in the High Schools (OCHS) program. High school members of the OCHS include: Walker-Hackensack-Akley, Nevis, Lake of the Woods, LaPorte, and South Koochiching, Blackduck, and Indus. OCHS has seen a steady increase in enrollments from the consortium high schools, with numbers increasing in FY17.

There are approximately 50 articulated courses between NTC and consortium high schools. While working on the creation of new POS in Automotive there has been a re-examination of potential for new articulated courses.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

The CTE articulated courses are asterisked on the high school transcripts. Students who take articulated classes in high school and then attend NTC in an appropriate program received credit for the articulated class. The articulated course is noted on the NTC student transcript as "Transfer In" course from the high school of record. Students receive full credit for the course. However, the student must complete 12 credits at NTC before receiving credit for their articulated courses.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R1 Academic Integration , R6 Assessment , R10 Collaboration

Strategies

8 consortium high schools will offer ACCUPLACER at their high school

Outcomes

Continue to identify existing and potential certificate, diploma options within college programs.

Measures

1.1a. Increase enrollments by 5% in new programs 1b. Maintain enrollment of students over 25 years.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 2

Use of Funds

R1 Academic Integration , R6 Assessment , R10 Collaboration

Strategies

Provide CTE students with information about college readiness skills, and assessment opportunities

Outcomes

Provide opportunities for high school students to take ACCUPLACER in the high school

Measures

8 consortium high schools will offer ACCUPLACER at their high school

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$750.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$750.00
Total	\$750.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The leadership structure for the North Country consortium is a collaboration between Northwest Technical College and the North Country Vocational Cooperative Center (NCVCC). The Perkins Coordinator for Northwest Technical College represents the College in the development, implementation, and oversight of the plan, while the NCVCC Director represents secondary in the development and management of the plan and provides secondary administrative oversight and leadership. The Consortium budget is developed collaboratively and numerous activities are jointly funded either directly or in-kind, including "Passport to the Future".

The Northcountry Consortium is governed by a seven-member leadership team. There are five school district representatives, plus the NCVCC Director and NTC's Dean. The Consortium has two scheduled meetings each year and operates through consensus. Additional meetings are called as needed.

Established and available data is critical to evaluating the success of Perkins activities. The College's focus on continuing quality improvement supports a culture of data-driven decisions and evaluation.

The collaborative efforts to develop the Programs of Study provide a common goal and vocabulary for the consortium as it evolves the joint structure. All members of the consortium are dedicated to promoting the CTE vision of providing quality educational experiences for learners in the area.

As part of the ongoing alignment of services, NTC and BSU share an Institutional Research office and staff. With Institutional Research services alignment, NTC can utilize student success data from BRIO, MnSCU Management Reports, internal enrollment reports, and surveys (CSSE, Noel-Levitz, and internal) to analyze Perkins programming and outcomes and move the Perkins performance review to a continuous improvement model.

With both the Secondary and Postsecondary Perkins Coordinators leaving their positions at the end of FY17, it is key that a Succession Plan detailing a transition plan be prepared by Consortium Leadership. Technical Assistance from MnSCU and MDE staff may be requested to ensure the Succession Plan leads to a smooth transition for the Consortium.

QUESTION: What activities were conducted that help sustain the consortium?

The Leadership Team (joint secondary & post-secondary advisory team) met two times during FY17. Among the topics of discussion and action is the review of the upcoming annual plan as well as the progress on the implementation of the FY17 plan. The NTC Interim Dean provided updates on college activities at these meetings. The Leadership Team reports directly to the North Country Cooperative Board. The secondary and post-secondary consortium leaders have worked together for several years, which provides a high level of collaboration and leads to successful consortium operations.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

The consortium leadership team members include: School Board Members, Local Business Owners & Employers, School District Superintendents, High School Principals, NTC Perkins Coordination, NTC Dean, and the Director of the North Country Vocational Cooperative/Secondary Perkins Coordinator.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

The consortium coordinators meets with the leadership team to determine plans. While we do not have a formal needs assessment process, we do discuss how to best meet the consortium needs.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

The consortium does not have legal, non-profit status; therefore, it cannot seek grants. However both the secondary and post-secondary partners use Perkins dolls in conduction with operating dollars to fund functions such as personnel and supplies.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

Conduct continuous program improvement activities in career and technical education programs to reflect different needs of students

Outcomes

1.Consultant/staff collects and analyzes data on Perkins Core Indicators to assist in decision making on program improvement and accountability methods. 2. Conduct meetings with consortium schools to discuss the degree of improvement in CTE programs and provide professional help to improve programs.

Measures

1. 12 districts will complete the Carl Perkins data report and use data collection results to make program improvement decisions. 2. Consortium staff will communicate with 14 member schools to provide guidance, direction, and assistance with Perkins IV activities and data collection.

Description

Reallocation Explanation

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

Goal 5 Objectives 2

Use of Funds

R2 Programs of Study, R10 Collaboration, R11 Articulation

Strategies

Operate and sustain the North Country Consortium

Outcomes

1. Consortium leadership provide guidance and direction on development and implementation of Perkins IV activities among consortium members and stakeholders. 2. Assess consortium operating structure. 3. Collaboratively develop and deliver POS and dual enrollment. 4. Maintain and improve best practices developed under Perkins IV

Measures

1a. 100% of Plan strategies accomplished. 1b. 2 Consortium leadership meetings held. 2. Secondary and Postsecondary staff will meet annually to assess Consortium operating structure 3a. additional POS will be developed. 3b. 75 consortium students will enroll in dual enrollment courses. 4a. The Consortium will have Articulation Agreements for 25 courses 4b. ACCUPLACER will be administered in 8 consortium high schools. 4c. 12 consortium high schools will conduct career planning activities.

Description

Reallocation Explanation

Additional funds to pay for Perkins Coordinator. Coordinator costs were greater than originally anticipated due to succession planning/transition. Harry is transitioning out and Wendy is transitioning in.

Post-Secondary Required Activities	\$14,200.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$4,196.32
Post-Secondary Reallocation Reserve	\$1,108.98
Post-Secondary Total	\$19,505.30
Secondary Required Activities	\$4,806.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$7,318.83
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,124.83
Total	\$31,630.13

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

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

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

At the secondary level TSAs were administered as planned at the following schools: Bemidji, Walker-Hackensack-Akeley, Nevis, Kelliher, Indus, Lake of the Woods, Cass Lake.

The areas assessed include: FACS, Business, Video Production. Career Education, and Computer Application.

During FY17 the consortium developed a POS between NTC and Bemidji High School in the area of automotive. No TSAs were implemented at the post-secondary level.

Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Red Lake - NTC		Secondary - Spring		
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	LaPorte - NTC		Secondary - Spring		
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Northhome - NTC		Secondary - Spring		
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Bemidji - NTC		Secondary - Spring		
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Park Rapids - NTC		Secondary - Spring		

Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Cass Lake Bena - NTC	Secondary - Spring
Business, Management, & Administration	Finance	Accounting	Business	Cass Lake Bena - NTC	Secondary - Spring
Health Science Technology	Health Science	Therapeutics Services	Nursing RN	Walker	End of Program
Business, Management, & Administration	Finance	Accounting	Business	Kelliher - NTC	
Business, Management, & Administration	Finance	Accounting	Business	Lake of the Woods - NTC	Secondary - Spring
Business, Management, & Administration	Finance	Accounting	Business	Nevis - NTC	Secondary - Spring
Business, Management, & Administration	Finance	Business Finance	Business	Lake of the Woods - NTC	Secondary - Spring
Business, Management, & Administration	Finance	Business Finance	Business	Nevis - NYC	Secondary - Spring
Business, Management, & Administration	Finance	Accounting	Business	Kelliher - NTC	Secondary - Spring

Business, Management, & Administration	Marketing	Marketing Communications	Business	Lake of the Woods - NTC	Secondary - Spring
Business, Management, & Administration	Marketing	Marketing Communications	Business	Walker- Hackensack-Akeley	Secondary - Spring
Health Science Technology	Health Science	Therapeutics Services	Nursing RN	Bemidji High School	End of Program
Health Science Technology	Health Science	Therapeutics Services	Nursing RN	Park Rapids	End of Program
Human Services	Human Services	Early Childhood Development and Services	Child Care & Education	Indus	End of Program
Human Services	Human Services	Early Childhood Development and Services	Child Care & Education	Kelliher	End of Program
Human Services	Human Services	Early Childhood Development and Services	Child Care & Education	Walker- Hackensack- Akeley	End of Program

Improvement Report

Improvement Report 1

Indicator Not Met:	1P1 Technical Skill attainment
Negotiated Performance:	84.46
Actual Performance:	73.27

General strategies planned to improve performance:

This is the second year that NTC has failed to meet the negotiated performance standard for 1P1. The first part of the problem was with the newly revamped Generic RN program. During previous two years 1P1 for the RN program declined from 96.1% to 63.0%. The 2015 RN board pass rate showed significant improvement going from 63.0% to 77.6%, however still below the target. The RN faculty believe the program is heading in the right direction and the continuation of the Action Steps from last year, which included reductions in clinical and lab ratios, will result in higher pass rates for the 2016 graduates. The second part of the problem of not meeting the 1P1 target was the PN program. The program was significantly redesigned to meet the new state-wide agreement on number of credits for the PN program; a reduction in credits from 53 to 39. The first group going through the redesigned program saw the board pass rate decline from 88.1% to 69.2%. One activity that will address the low board pass rates, is the corporation of a 24 hour board review, over three days, presented to PN students at the conclusion of spring term. Another strategy is the nursing faculty reviewing the board exam results and making needed adjustments to the curriculum.

Details of the corrective strategies are listed in the Improvement Plan Action Steps.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:	2S1 Technical Skill Attainment
Negotiated Performance:	53%
Actual Performance:	20%

General strategies planned to improve performance:

Based upon three years of improvement plans, North Country Consortium requested and received technical assistance from MnSCU and MDE, which focused on Business and Support occupations. The purpose of this assistance was to help teachers implement technical skill assessment during the 2014-15 school year. TSAs were administered in Business and Support with the following schools: Lake of the Woods, Park Rapids, Nevis, Cass Lake-Bena, Walker-Hackensack-Akeley, Bemidji and Kelliher. North Country Consortium will continue to work with teachers in Consortium schools on administering appropriate TSAs. Based upon the number of students taking the TSAs this past year the pass rate will increase.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	15.27%
Actual Performance:	12.91%

General strategies planned to improve performance:

This is second year that NTC has failed to meet the 3P1 target; the first year the college was at 96% of target, however this past year the college was at only 85% of the target. As with last year, feedback from faculty members within CTE programs indicates that several students have left programs prior to program completion for jobs, as the economy has improved. A central focus of the reinvention of NTC during FY15 was convert degree and diploma programs into stackable credentials; this was done with input and support from local employers. In addition during the transition into the new curriculum there was a loss of students in some programs. While the college provided students with a path to complete old majors, some students elected not to continue and finish their programs.

It is believed that the dip in retention should be short lived and self-correcting. However, NTC has hired a new staff person who will be charge of college-wide retention efforts. Faculty look forward to working with the new staff on retention strategies. Also, NTC has two new Academic Advisors who will be working closely with students, which should result in increased retention.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:	3S1 School completion
Negotiated Performance:	97.83
Actual Performance:	95.90

General strategies planned to improve performance:

The Consortium schools were within 2% of the negotiated performance. We will continue to monitor completion rates with consortium school superintendents, principals and other staff to ensure that "actuals" are met.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:	4P1 Student placement
Negotiated Performance:	90.80%
Actual Performance:	83.33%

General strategies planned to improve performance:

The college has generally been above the 4P1 target; however for the second year NTC was below the negotiated performance target; 92% of target, As with last year feedback from faculty members within CTE programs indicates that several students leave programs prior to program completion for jobs, in an improved economy. This leads to a reporting problem as only graduates are counted in the Placement Rates; non-completers are not counted. We believe that if the non-completers were counted for placement stats, the college would have met the target. As with last year we believe that conversion of degree and diploma programs into stackable credentials will lead to a greater number of program completers who can be counted for Placement, which will lead to a higher placement rate; this will take more time than originally anticipated. Also, as mentioned in 3P1, NTC has a new staff member with retention duties. The faculty are looking forward to working with staff to create and implement new retention strategies. It is interesting that for NTC that 3P1 and 4P1 have become inter-related.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:	4S1 Student graduation rate
Negotiated Performance:	82.17
Actual Performance:	80.71

General strategies planned to improve performance:

North Country Consortium Schools came very close to meeting their "Actual Performance" target. Mention of this will be made to local school officials at the beginning of the 2016-17 school year.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	16.50%
Actual Performance:	11.90%

General strategies planned to improve performance:

NTC saw a significant decline in 5P1 over the past year. The Nontraditional Participation has always been difficult at NTC. We have had technical assistance from the MnSCU & MDE staff and implemented strategies, we have not been able to make headway with this indicate; we have gone backward.

Any technical assistance from MnSCU & MDE would be appreciated.

NTC will maintain the activities indicated in last year's plan:

1. Greater emphasis on the promotion of non-trad occupations within the new student orientation program.
2. Greater emphasis on non-trads occupations for Passport to the Future.
3. Search of new ideas from MDE, MnSCU System, and othe Consortia on non-trads
4. Ensure that the new academic advisors have sufficient information on non-trad occupations for advisement.
5. Ensure that the recruiter has sufficient information on non-trad occupations when recruiting
6. Locate videos that can be played on the college's internal TV system showing non-trad occupational information

Comments or context for actual performance (optional):

Improvement Report 8

Indicator Not Met:	5P2 Nontraditional completion
Negotiated Performance:	12.56%
Actual Performance:	9.69%

General strategies planned to improve performance:

While NTC addresses this issue the same from year to year, it has been an up and down indicator for the college. The College is somewhat at a loss as to what changes need to be made to address this issue. MNSCU & MDE staff have provided Technical Assistance int he past, and the Consortium is requesting Technical Assistance again.

Comments or context for actual performance (optional):

Improvement Report 9

Indicator Not Met:	6S1 Nontraditional participation
Negotiated Performance:	34.74%
Actual Performance:	24.25%

General strategies planned to improve performance:

MnSCU and MDE staff provided North Country Consortium technical assistance for Non-trads participation in September of 2014. CTE teachers, counselors and administrators attended the technical assistance, professional development activity. MnSCU and MDE provided contacts for administrators to other school districts who are currently implementing curriculum that encourages non-trads participation. In addition several schools were going to implement local strategies for non-trad participation within their schools. Over the past year the Actual Performance increased from 22.61% to 24.25%, a 7% increase in one year.

Comments or context for actual performance (optional):

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

Due to the fact we met our targets on negotiated performance at the secondary level, we will continue to move forward with the implementation of more effective technical skill assessments that hopefully address on a more consistent basis curriculum content covered by CTE teachers.

At the post-secondary level Perkins funding was used to provide support for on campus biology courses. The RPOS therapeutic services has experienced a low pass-rate. Faculty felt the opportunity for stronger on campus biology courses would support the program.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

At the secondary level the following stakeholders included: students, North Country Vocational Cooperative Center School Board, Consortium Administrators, Counselor's, licensed CTE staff, Consortium Leadership Team and individual school Program Advisory Committees. In addition, based upon data shared at the Fall 2016 Counselor's meeting, significant entities working with secondary schools in Beltrami County, Bemidji, MN, met and discussed ways to integrate their programs for the benefit of special population students.

At the post-secondary level there has been transition in administration as well as the Perkins coordinator. It is felt that these changes will help to address some deficiencies. New leadership is committed to gathering faculty input, as well as that of advisory boards and secondary partners.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

At the secondary level, it is our hope that we can improve technical skill assessment results and increase the number of assessments given at secondary consortium schools.

Higher pass rates from the RPOS is expected. The implementation of TSAs will provide more decision making information.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

1P1 Technical Skill attainment

Action Steps to improve the performance

The Actual 1P1 was 73.27% v. a Target of 84.46%: 87% of Target. The RN pass rate was below the 84.46% 1P1 Target @ 77.6%; however the RN pass rate was up by 23% from the previous year: 63.0% to 77.6%. The RN program did meet the Nursing Boards standard of the 75% pass rate. Hence it appears that last year's actions steps have helped move the RN pass rate toward the Target. Last year's Action Steps will be maintained for FY17

Decrease clinical ratios from 10:1 to 8:1

Decrease lab ratios from 15:1 to 12:1

Increase nursing faculty by 2

Increase tutoring

Increase Student Engagement

In addition, starting May 2016, the Nursing Students will attend a 24 hour (3 day) review for the RN Boards conducted on campus at NTC.

While the PN program met the 1P1 Target the previous year, the most recent reporting shows a significant decline in the Board pass rate: 88.1% to 69.2%. This is attributed to the fact that the program was significantly redesigned to meet the newer state-wide agreement to reduce LP program to 39 credits (NTC PN program was reduced from 53 to 39 credits). The action the Nursing Faculty is taking is to review the Board exam results to determine which areas that the students fell short on the Boards and make needed adjustments within the curriculum (this process has begun for this year's students). Another activity that should help the Board pass rate is a 24 hour (3-day) review for the PN Boards conducted on campus, which occurred this May, and will continue in FY17. In addition, there will be more tutoring provided to the nursing students.

Resources Needed

Staff time to implement needed changes. Greater program costs due to decreased ratios in clinicals and labs as well as the cost of two additional nursing faculty.

Timeline

All actions steps that were taken by Fall 2015, will continue through FY17. The Board Review will be conducted each May at the end of the program year.

Person(s) Responsible

Dean, faculty, advisory board.

How will progress be documented?

Documentation will be a continued increase in the Board pass rates for both PN & RN

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

No sub groups were noted, this was an across the board problem

Describe any contextual factors that might contribute to this gap: No gap noticed.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Administrators, faculty, and Advisory Committee members are involved in the corrective action steps. Through a review of the Board results of both the RN and PN students, curriculum adjustments will be made to address student short-comings for this year. Included in the strategies is the addition of the 24-hour Board review process. These action steps should have a positive impact on the Board pass rates for future program graduates.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)

2S1 Technical Skill Attainment

Action Steps to improve the performance

Based upon three years of improvement plans, North Country Consortium requested and received technical assistance from MnSCU and MDE, which focused on Business and Support occupations. The purpose of this assistance was to help teachers implement technical skill assessment during the 2014-15 school year. The meeting was held at NTC on September 24, 2014. MnSCU and MDE staff attended and provided the Technical Assistance. As a result of this T.A. meeting TSAs were administered in Business and Support with the following schools: Lake of the Woods, Park Rapids, Nevis, Cass Lake-Bena, Walker-Hackensack-Akeley, Bemidji and Kelliher; TSAs were administered during the FY14-15 school year. Examples of Assessments used include: NOCTI-Accounting, Skill USA-Employability, and State of Oklahoma- Financial Literacy. North Country Consortium continues to work with teachers in Consortium schools on administering appropriate TSAs. Based upon the number of students taking the TSAs this past year it is anticipated that the pass rate will increase. Consortium schools are still in the process of administering and receiving assessment results. All pass/fail scores were entered into MARS by individual schools prior to June 30, 2015. All pass/fail scores will be entered into MARRS in June of 2016. North Country Consortium will be in contact with MnSCU and MDE staff for further Technical Assistance, if the pass scores are lower than anticipated.

Resources Needed

Continued Perkins funding to pay for assessment instruments and teacher time to administer assessments.

TSAs were administered during the 2015-16 school year; fall or spring depending on school and class.

Timeline

The following schools did assessments in the areas of business, FACS and Video Production.

Person(s) Responsible

Jim Wheeler, Secondary Consortium Coordinator

How will progress be documented?

Scores will be entered into MARS at the end of the school year.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

No sub-population gaps were noticed during the review of previous data.

Describe any contextual factors that might contribute to this gap: N/A

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

The Technical Assistance provided by MnSCU and MDE staff in September, 2014 led to the improvement plan which has already be implemented. Consortium staff thanks MnSCU and MDE staff for traveling to Bemidji and providing the needed assistance to the Consortium.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1)

3P1 Student retention or transfer

Action Steps to improve the performance

This is the second year that NTC failed to meet the Target for 3P1; the first year was 96% of Target, and this past year was at 85% of target. As with last year, feedback from the faculty is that indicates that several students left program prior to completion, as the economy has improved; this seriously impacted program retention. In addition, during the re-invention of the college and curriculum changes, some students left. All students were told they would be able to complete their programs and graduate, but some elected to move on. With the smaller number of students at NTC, the loss of several students can have a significant impact on both completion and retention rates.

A central theme of the re-invention was the creation of more stackable credentials, which was requested by local employers. With the curriculum now in place and new students in the programs, it is believed that both completion and retention will increase to levels that will meet and exceed the Targets. In addition, NTC has hired a new staff person who will be in charge of facilitating a college-wide retention plan. The faculty will look forward to this retention effort.

Resources Needed

Staff time for developing a comprehensive, college-wide retention plan.

Timeline

New retention strategies are to be implemented by Spring Term, 2017.

Person(s) Responsible

College Dean, Retention Specialist, and Faculty

How will progress be documented?

Retention Plan steps implemented; retention rates increased.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

There was no noticeable gaps between demographic groups or programs.

Describe any contextual factors that might contribute to this gap: No gap notice.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

The major stakeholders will be the faculty, along with the College Dean and the Retention Specialist. Due to previous concerns with completion and retention, a Retention Specialist was hired. Future completion and retention will be used to determine progress.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 4

Indicator Number (i.e. 1S1 or 2P1)

5P1 Nontraditional participation

Action Steps to improve the performance

Both 5P1 and 5P2 have traditional been problematic for NTC. There appears to be an up and down years with 5P1, regardless of any actions which the college takes. MnSCU and MDE have previously provided Technical Assistance for the Non-Trads indicators and the college has tried to increase Non-Trads participation and completion. At this time the College is again requesting Technical Assistance from MnSCU to assist the college in developing a comprehensive plan to address these indicators.

Resources Needed

NTC is requesting Technical Assistance from MnSCU CTE System Office to help create a Tactical Plan to address the college's shortcomings with Non-Trads.

Timeline

NTC is requesting a Fall 2016 meeting to begin the planning process.

Person(s) Responsible

College Dean & Perkins Coordinator

How will progress be documented?

Completion of a Tactical 5P1 & 5P1 Plan & upward movement of the college's Non-Trads indicators.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

The major problems is a very low 5P1 with women, which leads to a low 5P2 for women.

Describe any contextual factors that might contribute to this gap:

Local economy provides more stable employment in the Health Career occupations than the Trades.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Secondary and Post-Secondary Perkins Coordinators, and College Dean. The data from the Non-Trad indicators indicates a need to create a new strategies for addresses these issues.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 5

Indicator Number (i.e. 1S1 or 2P1)

5P2 Nontraditional completion

Action Steps to improve the performance

Both 5P1 and 5P2 have traditional been problematic for NTC. There appears to be an up and down years with 5P1, regardless of any actions which the college takes. MnSCU and MDE have previously provided Technical Assistance for the Non-Trads indicators and the college has tried to increase Non-Trads participation and completion. At this time the College is again requesting Technical Assistance from MnSCU to assist the college in developing a comprehensive plan to address these indicators.

Resources Needed

NTC is requesting Technical Assistance from MnSCU CTE System Office to help create a Tactical Plan to address the college's shortcomings with Non-Trads.

Timeline

NTC is requesting a Fall 2016 meeting to begin the planning process.

Person(s) Responsible

College Dean & Perkins Coordinator

How will progress be documented?

Completion of a Tactical 5P1 & 5P1 Plan & upward movement of the college's Non-Trads indicators.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

The major problems is a very low 5P1 with women, which leads to a low 5P2 for women.

Describe any contextual factors that might contribute to this gap:

Local economy provides more stable employment in the Health Career occupations than the Trades.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Secondary and Post-Secondary Perkins Coordinators, and College Dean. The data from the Non-Trad indicators indicates a need to create a new strategies for addresses these issues.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 6

Indicator Number (i.e. 1S1 or 2P1)

6S1 Nontraditional participation

Action Steps to improve the performance

MnSCU and MDE staff provided North Country Consortium technical assistance for Non-trads participation in September of 2014. CTE teachers, counselors and administrators attended the technical assistance, professional development activity. MnSCU and MDE provided contacts for administrators to other school districts who are currently implementing curriculum that encourages non-trads participation. In addition several schools were going to implement local strategies for non-trad participation within their schools. Over the years the Actual Performance has increased from 22.61% to almost 28%.

Strategies

Reach and teach every student Micro-Messaging: what teachers and others say in day to day work concerning gender roles. School personnel receive information on how to create institutional and classroom climates that support non-traditional participation and completion.

School personnel develop strategies for improving non-traditional student participation and completion, to include: Identifying career fields and opportunities, Experiential learning, Mentoring and e-mentoring, Service learning, and Involving parents.

The Technical Assistance received in September, 2014 was extremely helpful in developing an Improvement Plan. Most steps have been implemented and it will take some time for results. The Consortium leadership is open to further T.A. from MnSCU and MDE, but it would seem most effective to see the impact of the new strategies during FY16, before additional T.A. is required.

Resources Needed

Time for review of personalized learning plans - student folios - and CTE offerings and curriculum with counselors and administrators at Sept and Feb meetings.

Timeline

Perkins funding is the resource to assist with the improvement plans.

The 2016-17 school year - these are an ongoing activities.

Person(s) Responsible

North Country Secondary Perkins Coordinator Jim Wheeler

How will progress be documented?

Positive movement toward reaching non-trads targets. During the pass year the Consortium missed the target, but did improve by nearly 3%.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

The low participation rate appears to be across the board.

Describe any contextual factors that might contribute to this gap: N/A

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

We would welcome continued technical assistance in this area. The North Country Consortium staff thanks the staff from MnSCU and MDE for their continued support!

Improvement Plan Supporting Documents (optional, not required)

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

The stakeholders include: North Country Secondary and Post Secondary instructors, high school counselors, CTE licensed secondary instructors, the North Country Leadership Team, school superintendents, principals, North Country Vocational Cooperative Center School Board Members, social workers, mental health agencies supporting secondary students, special populations (BRIC), Occupational Development Center Bemidji and both Secondary and Post Secondary teaching staff. North Country utilizes a process of aforementioned stakeholders meeting at least twice annually to address the job skill needs of non traditional students and special populations. We believe, based upon classroom data to include enrollment by gender, that positive progress has been made with these student groups. Students have multiple opportunities to visit manufacturing entities in the northern Minnesota geographic area. Perkin's funding has helped schools expose their students to career possibilities. Northwest Technical College hosts "Passport to the future" each spring with approximately 500 students from area secondary schools attending. Finally, there has been a significant increase in enrollment with Online Collge in the High School through Distance Minnesota. This has given students attending outlying schools additional opportunities to explore possible career areas online and remain at their home school.

Northwest Technical College corresponds with many of the same stakholders as listed by the secondary above - in addition to the NTC Foundation Board, and Advisory Boards. There has been much turn-over in leadership in the past. Recent hires of a new President and Vice-President show potential for future positive changes and support in the area of CTE.

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

Attachments

File Name	Description	File Size
FY16 Data.pdf	FY16 Data	29 KB

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

The post-secondary will be receiving technical assistance in relation to implementing TSAs for POS. It is felt that with new leadership and improved faculty involvement will provide better future outcomes.

**Perkins IV Consortium: North Country/Northwest
 Accountability Indicator Performance and Three-Year Technical Assistance Status
 Reporting Years 2014 - 2016**

Indicator	Secondary Indicators			3-Year Status	Most Recent 2-Year Status
	2014	2015	2016		
1S1 Academic Attainment in Reading/Language Arts	Report	No Action Required	Target Met		
1S2 Academic Attainment in Mathematics	Report	No Action Required	Target Met		
2S1 Technical Skill Attainment	Improvement Plan	Improvement Plan	Improvement Plan	Technical Assistance Needed	
3S1 School Completion	Report	Report	Target Met		
4S1 Student Graduation Rates	Target Met	Report	Target Met		
5S1 Placement	Local Data N/A	Local Data N/A	Local Data N/A		
6S1 Nontraditional Participation	Improvement Plan	Improvement Plan	Target Met		
6S2 Nontraditional Completion	Target Met	Target Met	Target Met		
Postsecondary Indicators					
Indicator	2014	2015	2016	3-Year Status	Most Recent 2-Year Status
1P1 Technical Skill Attainment	Improvement Plan	Improvement Plan	Improvement Plan	Technical Assistance Needed	
2P1 Credential, Certificate or Degree	Report	Target Met	Report		
3P1 Student Retention or Transfer	Report	Improvement Plan	Target Met		
4P1 Student Placement	Report	Report	Report		
5P1 Nontraditional Participation	Report	Improvement Plan	Improvement Plan		On Alert
5P2 Nontraditional Completion	Target Met	Improvement Plan	Report		

If actual performance on an indicator was less than 90% of the negotiated target for the reporting year, a formal improvement plan was required. If the target was not met for the reporting year, but the actual performance level was between 90-99% of the negotiated target for the indicator, a report in the local application was required.