

Annual Performance Report FY21

Form status

Consortium name: North Country Consortium

FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.

Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

• To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

• For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1,2s2, 3s1, 4s1, 5s3):

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance)

Secondary:

Graduation rates are strong and at comparative state levels. 90.44%
Post-placement is also at a robust rate of 58.50%

1a. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

Secondary:

While work-based learning percentages are the lowest of the performance report, they are, within context of a rural area, at adequate levels, particularly given the circumstances being dealt with in education. With Perkins support to programs there are no clearly identifiable struggles.

2. What significant population performance gaps are revealed in the performance data and for which specific indicators?

Secondary:

The focus has been on American Indian as a racial/ethnic group due to the number of AI schools within North Country (Bug School, Cass Lake/Bena, Red Lake, and other schools with high percentages of around 50% AI) However, there is a high rate of participation in CTE programs within those schools, with business management as the highest participation. Attention has not been drawn in the past to the high number - - about 50% overall - - of the economic disadvantaged special population. This is also a well-represented group in CTE with 965 participants quite evenly distributed across program areas with the highest number being in business/management/admin. Perkins funds provide the life-line for keeping CTE programs alive and well in schools where funds are extremely limited; it isn't only the students who are economically disadvantaged. It's the schools as well. Additionally, there is likely one teacher per subject area such as business or health science so that one person is responsible for holding it all together. The assistance that Perkins provides is ESSENTIAL to meeting goals for performance.

2.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

Secondary:

A more focused CLNA in the area of local business needs would assist in solidifying decision-making and priority-setting. This will be strengthened in the next design of the CLNA. It would also alert business' that their input is important in the decision-making in CTE. Currently it is a more casual basis within advisory committees but a continuity will be pursued to provide a clearer picture that can be compared to state-wide data. DEED data has been very helpful in showing regional gaps in career preparation; but it primarily shows where the opportunities for growth lie.

3.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

Postsecondary Performance Indicators (1p1, 2p1, 3p1):

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

1P1: Postsecondary Retention and Placement – 90.3%

4.1 On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

3P1: Nontraditional Program Enrollment – 8.06%; The 2 largest programs: Nursing (37 males out of 312 enrolled) and Electrical (0 females out of 63 enrolled)

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?

5.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

In reviewing performance data the following are performance gaps:
Gender: Both males and females fall below the 3P1 rate of 5.64%. Specifically, in the architecture & construction and health science career clusters.
Racial/Ethnic group: American Indian or Alaska Native (27.49) and Native Hawaiian or Other Pacific Islander (32.25) fall below the 2P1 rate of 60.82%.
Special Populations: Out of workforce individuals fall (19.91%) below the 2P1 rate of 60.82%. Individuals with economically disadvantaged families (.97%) and single parents (2.41%) fall below the 3P1 rate of 5.64%.
Career Clusters: Architecture & Construction falls below 3P1 rate of 5.64%

6. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

6.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

The total number of American Indian Students enrolled at NTC is 34. Current funding supports a part time American Indian student mentor/tutor for American Indian students (47 %) who are enrolled in Health Science programs. An outreach coordinator for the American Indian Resource Center provides support for other programs; 4 American Indian students enrolled in Auto. (23% of program), 4 American Indian students enrolled in IT (28% of program). How else can NTC provide support to students enrolled in these programs?
What other supports can we provide American Indian students so they persist from semester to semester?
There are various programs offered in Health Science cluster – how can Perkins support and grow other programs such as Dental Assisting?

PART II: Narrative Responses

7. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

Postsecondary: NTC examined DEED data to determine additions to programs of students as well as confirm support of the already existing programs of study. Program enrollment data and expressed needs within those programs were also analyzed.
Secondary:

DEED data was reviewed and resulted in decisions to prioritize equipment and professional development and the primary focus of CTE programs.

Here's a good place to add some project information:

Each year, North Country develops a CTE model for career awareness at the 5th grade level. The first year was health careers, second was culinary career awareness (we have Concordia Language Villages here with a constant need for culinary); all were enormously successful.

This year there is a 2-pronged approach: How to increase math abilities and incorporate manufacturing career awareness into the process. Here's what's happening: 45 students (and 2 teachers) are using 3d printers to create geometric shapes that will be used for calculating size, volume, etc. All of the math concepts will be represented in a 3-dimensional object designed with 3d software. The teachers at this time are learning how to operate the equipment with tutorials provided by the 3d company and they will receive a Mastery Certificate. The initial reaction from the students is total excitement. Students will be given information about careers in manufacturing and the teachers will hopefully be able to schedule a trip to a post-secondary school where students can observe programs that would lead to careers in design/3d printing. The project will take one semester (16 weeks). I think this is the best one yet. A measure of learning will be in the form of a standardized math evaluation that is yet to be determined. There will also be a student survey added to the wrap-up activities that will be used to evaluate the effectiveness of methods and also for use in determining the next project.

Plumbing/HVAC in collaboration with Bemidji High School has offered PLHE 1000 to students enrolled in advanced construction. To expand on offering this class to other area high schools, an additional online PLHE 1000 was created. The instructor also created a toolbox for hands-on learning activities. The enrolled students attended a lab day at NTC and the instructor visited each participating school during the class to support their learning.

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary), designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

There is continued efforts to support nursing assistant needs and interest. An NTC faculty teaches Nursing Assistant at Cass Lake-Bena because transportation from the school to NTC is a barrier for their students.

In addition to NTC outreach programs, North Country has fully taken advantage of training opportunities at Alex. Tech. in Welding, Machining, and small engines/automotive (Briggs & Stratton, Koehler Engines). A process for significant collaboration amongst many post-secondary schools has also been created via the Consortium Collaborative. It provides a sharing network for North Country, Central Lakes, Lake Superior, Northwest Tech, Alex Tech, Lakes Country and Pine-to-Prairie to meet and share information/ideas on a regular basis. This collaboration has made the CLNA data more relevant/valuable as it is reflected in a regional area.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

Postsecondary successes – Inservice focus on writing Content Objectives: faculty spent time working on program and content objectives with a state level personnel facilitator.

Postsecondary challenges – How to support new instructors with no educational/teaching experience.

Secondary:

Teacher retention is addressed by supporting current teachers with equipment,

professional development, and curriculum guidance they need to be adequately satisfied with their own performance. A strong, comprehensive safety training program has been underway to elevate teacher in trades and industry and Ag to a high level of preparedness for emergency situations that occur in their classrooms and lab settings. The training has been extended to the network of consortiums in NW MN, with successful training in Fergus Falls as well as Bemidji, which has been very well received as noted in participant surveys. This is an on-going program with a plan for subsequent refresher workshops and plans to include FCS in the training.

A strong network of communication established by the Rural CTE Consortium Grant (Century Program) has become a unifying element in providing teachers with advanced skills in manufacturing and a platform to share/participate/ask questions. The Century Program has been a pivotal addition to all program areas.

Additional support has been to encourage attendance at conferences and conventions; for example, the new Park Rapids Ag program instructor attended a national conference summer, 2021 and brought back outstanding information for use in the new program which will add to the links to local agricultural industry.

Secondary challenges: Scheduling due to erratic covid events has been a challenge throughout every aspect of planning for the past year. In spite of that, we've been very successful with maintaining a forward momentum. An additional challenge is that out-of-field instructors require more time and resources for assistance in developing their programs.

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

Secondary:

American Indian students represent the largest ethnic special population. Ongoing support is offered in every school to provide the equipment and teacher support to learn in CTE programs for all students. All students are given the opportunity to select CTE classes and special considerations will be made as requested by students and/or parents/guardians.

• Based on the data, what student group(s) did you identify as needing specific attention?

Postsecondary Success: Collaboration with the American Indian Resource Center and the Student Success Center to develop a position description for an American Indian student mentor/tutor position at NTC to support American Indian students. The collaboration went a step further to coordinate an American Indian Welcome Day specifically for NTC. Other success is the growth of content specific student tutors for each division available for students both in person and online and the development of a food pantry.

Postsecondary Challenge: create community and support to students in online programs. Provide additional holistic support to special populations.

• What resources supported awareness, recruitment and retention of all students, especially special populations?

All students are presented with the opportunity to register for CTE courses. Counselors in schools with high American Indian population focus on skill development and self-reliance. Bemidji High School, for instance, has Indian Ed tutors that arrange for culturally appropriate accommodations as requested and there is a designated counselor who works with each student for selecting course schedules.

Postsecondary Resources: Intentional training and encouraged use of starfish as an early intervention tool. This helps identify student needs. Every flag is managed by Student Success Director, American Indian student mentor/tutor and AIRC support staff.

11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programing and funding (Relates to Narrative #10). Governance aspects should include:

• how needs and concerns of learners, teachers and administrators are brought before consortia leadership

- how program and funding priorities are determined

Secondary:

Reports, updates, and presentations to the leadership team as well as the board of directors informed decision-makers on the status of programs and activities of North Country. Two leadership team and board meetings were held last year; one in the fall and the other in spring. The fall meeting was very well attended and the spring meeting was complicated by covid so information was mailed or emailed to members. Meeting with teachers during school visits, when possible, and online zoom meetings or phone conversations kept the CTE focus on track. Teachers gave a presentation on the Northern Minnesota Robotics Conference activities and a number of teachers attended the board meetings to offer their feedback to board members.

- how status of consortium activities is communicated to teachers and administrators

Program and funding priorities were determined by need per school/program and locale. Industry-level technology has been a primary consideration for equipment, which is a major portion of the budget and very necessary to keep programs at a career awareness and high skill level. Priorities are determined by the greatest impact an equipment purchase or training can have to affect the entire consortium. For instance, the purchase of a laser engraver for Bemidji High School also includes a plan for that equipment to create a central training site for other consortium instructors and an opportunity to share projects amongst students in separate schools.

The status of activities has been primarily communicated to teachers and administrators via email and phone conversations on a regular basis.

Postsecondary governance: Deans, VP of Academic Affairs, Student Success, Director of Enrollment and Marketing, Perkins Coordinator meet regularly. In the spring to determine how to best use Perkins funds and during the year to review budget and spending progress. During these meetings, the Perkin's coordinator reports on CLNA data and pertinent updates. Concerns and funding requests from instructors go through the Deans and they bring those to the group.

Secondary/Postsecondary governance: Collaborate with 6 consortiums to support CTE regionally. We utilize the strengths in each consortium as well the data in the region to provide support in the form training and other types of collaborative opportunities that would not be possible in isolation as a rural consortium.

12. Considering your reserve allocation amount (\$xx,xxx), describe actions taken and major accomplishments from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11).

- Based on your reflections, what changes do you anticipate as you start your next CLNA?

Secondary:

The original intent for the reserve allocation was to partially fund a welding teaching position at Bemidji High School, due to the overwhelming requests from students and a state-wide demand for welders. Due to covid the position was not posted. A change in the reserve was made to accommodate a request for a high-end laser engraver capable of completing several projects within one class period. The engraver is portable (on wheels) and uses 110 power so it can be positioned in any classroom and also used for demonstrations during career awareness activities (career/job fair). A bold innovation is that the engraver is designated as a training site for North Country teachers who want to learn the software and operation of a laser engraver as part of a technical networking plan. It is also available for schools to share project files whereby a student who designs a project in the Kelliher School, for instance, may send the file to Bemidji and have the laser engraver produce the project. Because design software is common to other automated equipment, the laser engraver will share projects at the Century Program website (Rural CTE Consortium Grant). Currently, students are comparing the laser engraver at Bemidji HS with the Cass Lake/Bena engraver, which is also a high-technology piece of equipment and has become an important tool in the business development courses at Cass Lake. This is also the intent to expand the use of the Bemidji laser engraver as North Country moves forward. This is the beginning stage

of creating model for sharing and networking software-based equipment with other consortiums.

Postsecondary Reserve: Support student success and retention was the focus. Providing students with support academically through the Student Success Center has been a priority. Faculty use Starfish as an early alert and the student success director provides training to faculty as well as follows up with every flag that is raised. Spring 2021 data showed 33 faculty raised a flag. Based on data from starfish – tutors are available for every division as well as math and English for both online and in person. Spring 2021 data revealed that 140 different students used tutors. Of those students who came in for tutoring 93% passed their course and 85% received an A or B. Work with Equity by Design data revealed the need to support American Indian students enrolled at NTC. An American Indian student mentor/tutor position at NTC was created to support American Indian students – currently she works specifically with students enrolled in the Health Sciences. 46% of American Indian students at NTC are enrolled in a Health Science program.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

- What were your results as they impacted students?

Secondary:

A priority for North Country has been to support programs with up-to-date equipment and training. DEED data and the CLNA both show that skill development in areas such as advanced manufacturing is not only needed within the area, but throughout the state. Connecting teachers with the proper equipment and subsequent professional development is an on-going task as technology evolves. Actions to address this priority have been to: assist with selection and purchase of equipment, promote attendance at workshops (teachers from North Country attended the Kohler Engine workshop, Machining workshop, Welding workshop at Alex Tech). Training in CNC and 4th axis software and equipment was offered in several locations in partnership with Pine-to-Prairie Consortium. Expenditures were made in a major piece of equipment (Bemidji High School laser engraver) and many smaller, state-of-the art, cordless equipment for expanding capabilities in construction courses (laser levels, professional-level measuring and construction equipment) so that teachers can accommodate learning for increasing numbers of students. The Rural CTE Consortium Grant (Century Program) continues to have a major impact on all North Country schools by raising the bar of technology. Because of the Century Program grant we are now at an industry level of training throughout the consortium in the secondary courses; maintaining that level and staying current is a necessary priority. Participation in State agencies such as the Pipeline presentations and work groups has been an additional networking connection to industry in Minnesota and part of the advanced manufacturing priority. A result of student's skill development has had several impacts: one is that students are more aware of the requirements in an actual work environment (on the job) and the second is a substantial interest from local industry to participate in the training of teachers and students: they want students out of high school to enter apprenticeships and internships. An example is that ACME tool has offered to sponsor a vendor show for teachers and students to highlight the newest technologies the manufacturers offer. In addition, this would include instruction on current safety practices throughout industry. This came about due to equipment-industry networking.

Postsecondary Priority: Strategic Plan - Priority #2: Improve student success to include retention, graduation & job placement rates

Actions and funding: Narrative 2 – funds spent on Business to support students leaving with a credential (QuickBooks) and Plumbing/HVAC for tools for students use in labs.

Narrative 4 – ASE certification to support students entering the workforce with a industry recognized credential, Nursing simulation technology upgrade and training to support student learning to they have hands on experience. Narrative 8 – Professional development. Reserve – student success director, tutors, American Indian student mentor/tutor

Results: 2% increase in enrollment, however NTC is down 4% in returning students.

Increased use of starfish, students who were flagged had a pass rate of 48%. 190 different students were flagged in Spring 2021, 33 faculty members are using flags.

Increased availability of tutors, 140 different students used tutoring services in spring of 2021. 85% of those students received an A or B and 93% of those student pass their course.

Cancel