



Grant Details

01590 - FY17 Perkins IV Application

02005 - FY17 North Country Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 North Country Consortium Perkins Application
Grant Number: 01686
Grant Status: Underway
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Applicant Organization: North Country Consortium
Grantee Contact: Harry Cottrell
Award Year: 2016
Program Area: Perkins IV Consortium
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Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Northwest Technical College		
Bemidji Public Schools	01 public school district	31
Blackduck Public Schools	01 public school district	32
Kelliher Public Schools	01 public school district	36
Red Lake Public Schools	01 public school district	38
Walker/Akeley/Hackensack Public Schools	01 public school district	113
Cass Lake/Bena Public Schools	01 public school district	115
Laporte Public Schools	01 public school district	306
Nevis Public Schools	01 public school district	308
Park Rapids Public Schools	01 public school district	309
South Koochiching Public Schools	01 public school district	363
Bug-O-Na_GE-Shig Schools	04 Tribal School	1115
Lake of the Woods Public Schools	01 public school district	390

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec. 134 (b)(1)] (5,000 word limit)

The primary support for secondary CTE is the development of POS. Other support include: the provision of MCIS licenses for all consortium schools; development of career planning materials for all consortium schools; invitations to all consortium schools to attend "Passport to the Future"; infusion of GPS into the schools who wish to use it; support for work-based learning; disability services for postsecondary students; tutoring for post-secondary students; academic support for secondary students; and the provision of funds to upgrade and expand various technologies on a need basis. Every effort is made to provide the same level of support at to all consortium members.

Additionally, Perkins funds are used to sustain and improve collaboration in each consortium community among post-secondary, secondary, industry, parents, Workforce Centers (Minnesota CEP), and other entities related to the successful implementation of CTE programs. It is the responsibility of the Perkins coordinators to foster and encourage continual collaboration. Perkins funds are also used to foster continuous improvement of existing programs and implementation of new programs.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

All of the Perkins-funded activities in the FY16 plan are designed to assist the consortium in meeting State and local adjusted levels of performance. At the post-secondary level, targets are addressed by the specified major efforts.

1. Technical Skill Attainment: program assessment, advisory committees
2. Credentials: Certificate, Diploma, or Degree, program assessment, advisory committees
3. Student Retention or Transfer: Passport to the Future, GPS, Learning Services
4. Student Placement: GPS, The Placement Place, Minnesota CEP services and workshops
5. Nontraditional Participation: Passport to the Future, GPS, Learning Services, MnSCU technical assistance

6. Nontraditional Completion: Passport to the Future, GPS, Learning Services, MnSCU technical assistance

At the secondary level, efforts are directed toward academic readiness and technical skill attainment.

1. Meetings are held on an on-going basis to discuss ways to increase student performance on the MCA II.
2. The consortium works collaboratively to provide the ACCUPLACER to 10-11th grade high school students for the purpose of helping them understand that they need to take appropriate classes in high school that prepares them for math and reading at the college level. As a result of this effort many local high schools have added math and/or reading courses that prepare students for college, and/or, have revised curriculum to better prepare students for college.
3. Counselors have also taken the ACCUPLACER so they are more aware of the necessary levels of performance in math and reading required for success at the college level

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

MnSCU and Northwest Technical College policy provide for CTE programs of sufficient size, scope, and quality that include academic and technical education components through a coherent sequence of courses with rigorous content aligned with challenging standards and Federal, State, and local laws and policies guarantee that programs are taught to the same challenging academic standards for all students.

MnSCU Policy 3.36, *Academic Programs* (<http://www.mnscu.edu/board/policy/336.html>) guides the development of new programs and review of existing programs. NTC Policy 3065-1-01 and accompanying processes and procedures specify what criteria must be met to develop and offer a new program. NTC Policy 3075-1-01 *Academic Review* and accompanying *Academic Program Vitality and Effectiveness Review Process* describes NTC's commitment to and process for reviewing all academic programs on a regular three-year cycle. The goals of the review include identifying the need for and value of each instructional program as well as the program's effectiveness. The review process determines the need for the program and provides data and information for use in institutional planning and resource allocation. The last step of the review process is for faculty to create a three-year program improvement plan.

All consortium CTE programs are subject to review by industry to assure that rigor required by industry is met and, where appropriate, improvement measures are implemented. At the secondary level, the goal for curriculum standards is to prepare students for CTE college level course work; this is especially true for small secondary districts. Secondary CTE programs also consult with local program advisory committees to determine appropriate rigor and standards. All of the programs serve students of a wide range of ability and interests. Instruction is delivered in such a way that all students are required to meet the same rigorous standards. At the secondary level size and scope vary depending upon the size of the school. Some schools have only one course in a CTE program area and others have more. The goal is to provide the best CTE preparation possible given the size of the school and district resources available.

2017 Additions. During FY16, Bemidji HS has been planning for the implementation of six Career Learning Academies. The Career Learning Academies include involvement with NTC and the local business community. Full design and implementation is planned for FY17.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec. 134 (b)(3)(C)] (5,000 word limit)

All CTE postsecondary 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.

At the secondary level, a curriculum is available to all CTE instructors which is designed to integrate All Aspects of Industry into all CTE curriculum. In particular, staff development workshops have been presented to Work Based Learning instructors to help them better address the incorporation of "All Aspects of the Industry" instruction into work programs. In addition, students are expected to identify "All Aspects" in industry during field trips and through job shadowing.

Bold are FY2016 Additions.

North Country Consortium has partnered with TEAM Industries, Inc. The TEAM initiative is based on community partnerships with secondary, postsecondary, parents, teachers, and youth. TEAM is providing money to secondary schools for equipment, apprenticeships (Park Rapids only), scholarships, and professional development to CTE certified teachers. Presently the following schools are affected: Park Rapids, Kelliher, LaPorte, & Cass Lake/Bena. The partnerships is expected to expand during FY16 to include more school districts. An integral part of the plan is a mobile labs designed to give students concentrated, hands-on training in welding and precision manufacturing.

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec. 134 (b)(4) and (5)] (5,000 word limit)

Each fall Northwest Technical College assesses the professional development needs of faculty. The college professional development committee, with input from college administrators, reviews the results of the needs assessment. The committee uses the results of the needs assessment along with information about college goals and priorities to develop professional development activities for the academic year. A minimum of two days per year is allocated for college faculty professional development. The College also supports and funds individual professional development. Faculty seeking to use professional development funds submits an application identifying how the activity supports the goals of the program and college. A committee of faculty peers reviews the application and makes funding recommendations.

The Consortium identifies professional development needs of its members and works collaboratively to address those needs. One example are the twice a year meetings for high school counselors on the college campus that addresses Perkins activities. Another example is the College's development of pre- and post-"Passport to the Future" materials for consortium schools to use for career development.

Integration of academic standards into CTE has been an annual staff development goal of North Country Consortium. Each year state data is presented and analyzed with consortium administrators. Recommendations on how student achievement can improve are discussed and made at each stakeholder's level. Each year at least one staff development opportunity is provided to CTE staff and counselors addressing the integration of academic standards into CTE.

In addition in FY17 numerous POS meetings will include a portion of time for Professional Development activities, in the sharing of new concepts and skills that both secondary and postsecondary instructors have learned through their own professional development activities or through industry partners and advisory committee members.

As part of the Consortium partnership with TEAM Industries, they will continue to provide professional development opportunities to all CTE licensed secondary teachers. In addition, opportunities in technology training, will continue to be offered.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec. 134 (b)(12)] (5,000 word limit)

Northwest Technical College is aligned with Bemidji State University and recruitment practices for faculty and counselors are part of the joint Affirmative Action Plan. The College participates along with other MnSCU institutions in the Upper Midwest Higher Education Recruitment Consortium whose mission includes assisting institutions in recruiting and retaining "outstanding and diverse faculty and

staff." More detail about the recruitment portion of the Affirmative Action Plan is available from the Human Resources department. In addition, all CTE programs require experience in the appropriate field for faculty positions.

All secondary consortium schools seek to replace CTE teachers with highly qualified licensed instructors who can effectively meet MN Ste CTE Program Approval Process requirements. Since there is a dearth of teachers in several CTE program areas every effort is made, through consortium advisory councils, professional associations/organizations and through statewide networking, to employ highly qualified instructors—a task made more difficult in greater MN. When/if an instructor is employed from industry or business, that instructor may be provided, through the consortium, with the support and resources necessary for them to obtain the credentials and training required for CTE Program Approval.

School districts will also be encouraged to obtain variances for CTE teachers when deemed necessary.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator. (5,000 word limit)

As part of the alignment of services NTC and BSU, share an Institutional Research office and staff. The Institutional Research services alignment allows NTC to better 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.

At the secondary level, the Perkins coordinator presents data to school administrators during on-site visits to discuss changes that might improve student performance. During site visits discussion takes place between the Perkins Coordinator and the principals based on data reports. These site visits result in discussion of changes each school should implement to correct deficiencies. Also at the secondary level, the Perkins consortium is directly responsible for staff development that is deemed appropriate and helpful for all districts CTE staff and for all CTE related staff.

As we have collected data it has provided us with direction for new POS. We will continue to work on the following POS: *Health Therapeutic - Nursing, Early Childhood, and the Trades area*. We believe these POS meet the needs of local students and employers. These appear to be programs where students who are interested and the increase in the secondary performance indicators students are increasing their preparedness for postsecondary education.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

From our experience, partnerships are the key element to a successful POS process. A by-product of the POS conversations has been Professional Development, as faculty from both secondary and postsecondary have used the POS conversation to update colleagues on new development within their discipline. In the future we plan to incorporate the Professional Development purposefully, vs. as a by-product. This will positively impact the Teaching and Learning experience in both secondary and postsecondary classrooms and labs. We have worked hard to maximize the credit transfer agreements through Tech Prep Agreements.

Two major factors occurred during FY15 that have lead 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 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 results 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.

During FY16 North Country Consortium developed POS in Therapeutic Services with Bemidji HS, Park Rapids HS, and Walker-Hackensack-Akeley HS. In addition Child Care POS were developed with Walker-Hackensack-Akeley HS, Indus HS, and Kelliher HS. For FY2017 the Consortium is planning on new POS in Automotive with Bemidji HS. During FY16 the Consortium developed Articulation Agreements in Business, Accounting, Child Care, and the Trades.

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, isseek.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 lead 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.

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	
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	\$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

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	
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	\$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

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.	
Reallocation Explanation	
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

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	
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	\$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

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	
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	\$8,302.00
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	\$8,302.00
Total	\$8,302.00

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 technologie.	
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	\$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

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.	
Reallocation Explanation	
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

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.

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

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
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

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	\$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.

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	\$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	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
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 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 services 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.

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	
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 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.	

Reallocation Explanation	
Post-Secondary Required Activities	\$10,500.00
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.

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	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

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

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 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

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	\$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

Reallocation Explanation	
Post-Secondary Required Activities	\$60,600.00
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.

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 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 Reallocation Basic	\$0.00
Secondary Reallocation 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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 Succussion Plan leads to a smooth transition for the Consortium.

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	
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	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$14,200.00
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	\$26,324.83

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1	\$7,571.70	\$0.00	\$6,000.41	\$0.00	\$0.00	\$13,572.11	\$91,235.90	\$0.00	\$28,265.99	\$0.00	\$0.00	\$119,501.89	\$133,074.00
Total													

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2	\$4,000.00	\$0.00	\$12,000.00	\$0.00	\$0.00	\$16,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$21,000.00
Total													

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3	\$71,100.00	\$5,000.00	\$23,088.00	\$0.00	\$0.00	\$99,188.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$104,188.00
Total													

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$750.00	\$0.00	\$0.00	\$0.00	\$0.00	\$750.00	\$750.00
Total													

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5	\$14,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,200.00	\$8,806.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,124.83	\$30,324.83
Total													

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$96,871.70	\$5,000.00	\$41,088.41	\$0.00	\$0.00	\$142,960.11	\$110,791.90	\$0.00	\$28,265.99	\$0.00	\$0.00	\$146,376.72	\$289,336.83

Secondary Budget Details

Description	File Name	File Size
Perkins 17 - North Country	Secondary-Budget-Supplemental-Sheet CC #4.xls	199 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$5,000.00

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	
<p>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</p> <p>Decrease clinical ratios from 10:1 to 8:1</p> <p>Decrease lab ratios from 15:1 to 12:1</p> <p>Increase nursing faculty by 2</p> <p>Increase tutoring</p> <p>Increase Student Engagement</p> <p>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.</p> <p>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.</p>	
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
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	
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	
<p>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.</p> <p>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.</p> <p>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.</p> <p>All pass/fail scores will be entered into MARRS in June of 2016.</p> <p>North Country Consortium will be in contact with MnSCU and MDE staff for further Technical Assistance, if the pass scores are lower than anticipated.</p>	
Resources Needed*	Continued Perkins funding to pay for assessment instruments and teacher time to administer assessments.
Timeline*	TSAs were administered during the 2015-16 school year; fall or spring depending on school and class. 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.
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	
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	
<p>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.</p> <p>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.</p>	
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.
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	
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 determined 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	
<p>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.</p>	
Resources Needed*	NTC is requesting Technical Assistance from MnSCU CTE System Office to help create a Tactical Plan to address the college's short-comings 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.
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	
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 short-comings 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.
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	
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, coueslors and adminstratros 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%.	
<u>Strategies</u>	
Reach and teach every student Micro-Messaging: what teachers and others say in day to day work concerning gender roles.	
School personal 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 oportunites, 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. Perkins funding is the resource to assist with the improvement plans.
Timeline*	The 2016-17 school year - these are an ongoing activities.
Person(s) Responsible*	North Country SecondaryPerkins 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%.
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	
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)	

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.

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:	
<p>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.</p> <p>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.</p> <p>Details of the corrective strategies are listed in the Improvement Plan Action Steps.</p>	
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:	
<p>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.</p>	
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:	
<p>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.</p> <p>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.</p>	
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:	
<p>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.</p>	
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:	
<p>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.</p>	
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:	
<p>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.</p>	
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:	
<p>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.</p> <p>Any technical assistance from MnSCU & MDE would be appreciated.</p> <p>NTC will maintain the activities indicated in last year's plan:</p>	

1. Greater emphasis on the promotion of non-trad occupations within the new student orientation program.
2. Greater emphasis on non-trads occuptions 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 advisers 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, coueslors and adminstratros 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):

Rigorous Program of Study

Rigorous Program of Study 1

State-Approved Rigorous Program of Study*	Therapeutics Services
RPOS submitted with 10 components	RPOS - Therappeutic.docx

Programs of Study

Programs of Study 1

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

Programs of Study 2

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

Programs of Study 3

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

Programs of Study 4

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support

In which CTE Program?	Business
At which High School? College?	Bemidji - NTC
State-Approved Secondary Assessments	CareerTech - Administrative Professional
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 5	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	Park Rapids - NTC
State-Approved Secondary Assessments	CareerTech - Administrative Professional
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 6	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	Cass Lake Bena - NTC
State-Approved Secondary Assessments	CareerTech - Administrative Professional
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 7	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Cass Lake Bena - NTC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 8	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing RN
At which High School? College?	Walker
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Nurse Assisting
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - State License Exam
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 9	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Kelliher - NTC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	
Programs of Study 10	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Lake of the Woods - NTC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 11	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Nevis - NTC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	

In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 12	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Business Finance
In which CTE Program?	Business
At which High School? College?	Lake of the Woods - NTC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 13	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Business Finance
In which CTE Program?	Business
At which High School? College?	Nevis - NYC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 14	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Kelliher - NTC
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 15	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Communications
In which CTE Program?	Business
At which High School? College?	Lake of the Woods - NTC
State-Approved Secondary Assessments	CareerTech - Financial Literacy
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 16	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Communications
In which CTE Program?	Business
At which High School? College?	Walker-Hackensack-Akeley
State-Approved Secondary Assessments	CareerTech - Financial Literacy
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Secondary - Spring
Programs of Study 17	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing RN
At which High School? College?	Bemidji High School
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - State License Exam
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 18	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Nursing RN
At which High School? College?	Park Rapids
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Nurse Assisting
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - State License Exam
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 19	
Career Fields	Human Services
Career Clusters	Human Services

Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Care & Education
At which High School? College?	Indus
State-Approved Secondary Assessments	NOCTI - Early Childhood Education & Care – Basic
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Basic
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 20	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Care & Education
At which High School? College?	Kelliher
State-Approved Secondary Assessments	NOCTI - Early Childhood Education & Care – Basic
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Basic
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 21	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Child Care & Education
At which High School? College?	Walker-Hackensack-Akeley
State-Approved Secondary Assessments	NOCTI - Early Childhood Education & Care – Basic
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Basic
In which course (use course code) or at what time in the program?	End of Program

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 0%

Coordinator Budget:* \$0.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 15.0%

Coordinator Budget:* \$12,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Chuck Abbott	Advisor		\$12,000.00	00632820-MnSCUAP1-Abbott112-17-2015.pdf
Sarah Plahn	Advisor		\$20,000.00	00632820-MnSCUAP1-Abbott112-17-2015.pdf
Tutors - to be determined	Tutors		\$22,500.00	01102133-ColLabAsstInt1-Staker2-23-15 pdf.docx
To Be Determined	Perkins Coordinator		\$12,000.00	
			\$66,500.00	