



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02401 - FY18 North Country Perkins Grant

Perkins IV Consortium

Grant Title: FY18 North Country Perkins Grant
Grant Number: 02075
Grant Status: Underway
Comments:
Applicant Organization: North Country Consortium
Grantee Contact: Wendy Potratz
Award Year: 2017
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 12/13/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed
Project Dates: 07/01/2017 Project Start 06/30/2018 Project End
Grant Administrator: Debra Wilcox-Hsu
Contract Number: 02075
Award Year: 2017
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates
 07/01/2017
 06/30/2018
 Project Start Project End

Comments

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
Trek North	07 charter school	4106

Summary Narrative Part Two

Comprehensive Professional Development

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

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.

The Consortium will continue to partner with TEAM Industries and provide professional development opportunities to all the CTE licensed secondary teachers.

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)]

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". 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 State 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.

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 EMP-11, Minnesota State Management Reports, internal enrollment reports, and surveys (CSSE and Noel-Levitz) to analyze Perkins programming and outcomes and move the Perkins performance review to a continuous improvement model.

Over the past three years NTC student pass rate for nursing boards has been below the target. As part of the Program Improvement Plan NTC recently acquired Taskstream in order to improve the college's ability to review programs and assess student learning.

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.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

North Country Consortium has had to change direction on RPOS over the past few years. First the Consortium was looking toward the Business area for their RPOS, however the Consortium discovered that the proctoring of TSAs was virtually impossible. Since all Business POS were Online programs, it would not be possible to address the logistics involved with administering TSAs to students spread across different states at various testing centers certified by each test vendor. Therefore, a decision by Perkins staff, the Consortium Board, secondary and post-secondary administrators, was to look toward Construction Management as the RPOS. Then during FY15 a decision was made by NTC to eliminate the Construction Management program, due to low enrollment. Follow that program elimination, during FY16 the same group determined that the RPOS should be Health-Therapeutic Services (RN/PN). This determination was based on the program being the largest within NTC and that RPOS could immediately be developed with the following secondary partners: Bemidji HS, Park Rapids HS, and Walker-Hackensack-Akeley HS. Also, the health field is the leading creator of jobs in the local region.

RPOS Health-Therapeutic Services strengths: Partnerships, College and Career Readiness, Course Sequences, Guidance & Counseling, Teaching & Learning; weaknesses: Accountability & Evaluative Systems and TSAs. Based on the review of the weaknesses in particular, the college decided to invest in Taskstream to help with program review and student assessment. With the program being below target in Technical Skill Attainment for the past three years (nursing boards), it was determined that more time needed to be spent in ensuring that the curriculum provides needed knowledge for students to pass the boards. Taskstream will be used with other disciplines, but Therapeutic Services is the first priority.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement: Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry Included POS [Sec. 134 (b) (3 C.)]

- 1.) North Country Consortium's rigorous POS is therapeutic services (nursing). Other programs of study include administrative support, accounting, business finance, marketing communications, and early childhood development and services. Presently, the consortium is developing a program of study in automotive services, for seven programs of study.
- 2.) In the process of developing, each POS steps have been taken to ensure, where appropriate that there are dual enrollment opportunities for students through Articulated Courses, PSEO, Concurrent Enrollment, or Online College in the High School.
- 3.) In development of POS secondary and post-secondary instructors are brought together to develop course sequencing, dual enrollment opportunities, work based learning opportunities, and third-party assessments. In addition, administrators and/or counselors are involved in these meetings as appropriate.

- 4.) The level of technical skill attainment will be improved by increased efforts in assessment. NTC continues its focus on assessments 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 program are considering NOCTI, Skills USA, and other State of Minnesota CTE approved instruments.
- 5.) 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.
- 6.) At this time the consortium primarily uses NOCTI, Career Tech, Skills USA, Precision Exams, and Nursing Board exams to assess core skills using valid and reliable instruments.
- 7.) The College addresses the unique educational needs of adult learners in a number of ways. The Northwest Technical College serves as an entry point for adult learners by supporting them in the career development, application, education, and placement phases. The local ABE program is located at NTC, which makes ABE accessible to adults prior to and during their college enrollment. NTC extensive online course offerings provide a pathway for busy adults who cannot attend regularly scheduled on-ground courses; several programs are offered entirely online. Optivation, the BSU/NTC continuing education department has an office at NTC. The College is a key partner in Beltrami Works, a work force initiative that uses a coaching model to help adults get off welfare and into education and work.
- 8.) In addition to curriculum sequencing that leads to a CTE award during the development of a POS other activities are designed to address all aspects of industry, such as: work based learning, service learning, clinical experience, career and technical student organizations, job shadowing, tours of industry, and potential for industry certifications.
- 9.) (Post-Secondary)Timeline for identifying and implementing TSAs :
- The post-secondary Perkins coordinator will meet with the new VPAA at NTC in June to discuss the implementation of TSAs for POS.
 - The post-secondary coordinator will review the current TSAs in addition to the Precision exam.
 - During the August duty days the post-secondary coordinator and the VPAA will discuss TSAs with POS faculty so they may learn about the various TSA possibilities.
 - Faculty will have until October 15th to select the appropriate TSA for their program.
 - The testing center coordinator will contact TSA vendors to set up proper testing procedures.
 - During spring of 2018 TSAs will be administered through the NTC testing center.
 - Dates will be selected for online programs and local students will be encouraged come to campus and test. The VPAA will encourage faculty to use the test as extra credit or provide an incentive for students to participate.
 - Once results have been received from the vendor, data will be shared with Minnesota State administration as well as POS faculty.
 - Faculty will review TSA results and make curriculum changes if appropriate.
10. (Secondary) North Country will continue to create new and maintain current POS. TSA's will continue to be given at the Secondary level as in the past (see attached chart FY 18 Plan).
11. Districts are asked annually, to describe in detail their equipment/supplies/travel needs prior to allocation. (See attached Expenditure Detail Form). In addition, when districts request equipment purchases, they are required to fill out a "Equipment Request Form" (see attached), which requires their license information, what the equipment request is for and the 'Rationale' for the request. It is also required that they have a discussion with their Program Advisory Committee prior to submitting the request.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study
Strategies	
Develop Program of Study using the POS framework.	
Outcomes	
Review and update the consortium's seven Programs of Study as necessary.	
Measures	
The seventh POS is currently being developed (Auto). The seven consortium Programs of Study will be reviewed as necessary.	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$6,800.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$9,300.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$11,300.00

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study
Strategies	
Develop programs of study using the POS organizational framework	
Outcomes	
Provide communication, marketing strategies, and materials for the POS. A.) POS information will be available through individual counseling sessions. B.) Provide POS information during parent conferences, pre-registration sessions. C.) Provide counseling and guidance sessions for students, parents, staff, and administration regarding POS. D.) Promote use of the POS website.	
Measures	
Thirteen 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 Admin Cost	\$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	\$25,112.65
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$25,112.65
Total	\$25,112.65

Goal 1 Objectives 3

Required/Permissive Uses of Funds* Reallocation

Strategies

Funds at the secondary level will be used for support of Minnesota Career Information System availability in North Country Vocational Cooperative consortium schools.

Post-secondary reallocation funding will be used to support an automotive careers and articulation workshop between NCVCC secondary and post-secondary instructors.

Outcomes

Secondary:

- Learn about occupations
- Develop a personal portfolio and personal learning plan
- Research colleges, universities and career schools
- Find scholarships and financial aid
- Improve job search skills and create a resume

Post-secondary:

- Develop articulation plans between secondary and post-secondary automotive programs
- Provide participants with networking opportunities in industry
- Develop a network for cooperative schools within the automotive department.

Measures

The usage figures are available to the Cooperative via MCIS annually. Additionally at the spring counselors biannual workshop, high school counselors will be asked to complete an evaluation on MCIS usage.

Post-secondary goal for the automotive meeting is to complete five advanced-standing agreements between the post-secondary and cooperative schools.

Reallocation Explanation	<p>Funds at the secondary level will be used for support of Minnesota Career Information System availability in North Country Vocational Cooperative consortium schools. This is fundamentally essential for high school students to effectively:</p> <ul style="list-style-type: none"> Learn about occupations Develop a personal portfolio and personal learning plan Research colleges, universities and career schools Find scholarships and financial aid Improve job search skills and create a resume <p>The funds will also cover MCIS unlimited access to the website, training via hands-on workshops held around the state, technical support and listserv membership.</p> <p>Post-secondary reallocation funding will be used to support an automotive careers and articulation workshop between NCVCC secondary and post-secondary instructors. The workshop will be an opportunity to create pathways for advanced standing and industrial networking opportunities.</p>
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$1,740.47
Post-Secondary Reallocation Reserve	\$924.66
Post-Secondary Total	\$2,665.13
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$5,774.78
Secondary Reallocation Reserve	\$1,198.76
Secondary Total	\$6,973.54

Total	\$9,638.67
Goal 1 Objectives 4	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration
Strategies	
Implement assessment process to measure program effectiveness.	
Outcomes	
Coordinate and support academic assessment process, including faculty development.	
Measures	
Post-secondary programs will indentify specific instruments/tools to assess program outcomes.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$9,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,000.00
Total	\$9,000.00
Goal 1 Objectives 5	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R8 Size/Scope/Quality
Strategies	
Increase opportunities and services to help students make decisions regarding career pathways, career choices, and Programs of Study.	
Outcomes	
1.) Provide licenses for MCIS school districts 2.) Develop career planning materials.	
Measures	
1.) Provide site licenses for MCIS for thirteen school districts.. 2.) Develop career planning materials for thirteen school districts	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$8,302.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$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	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R6 Assessment , R10 Collaboration
Strategies	
Increase opportunities for studnes to use technology in CTE courses.	
Outcomes	
Enhance technology CTE courses.	
Measures	
Thirteen consortium high schools and NTC will be provided with Perkins funds to upgrade and expand various technologies.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$45,324.59
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$28,266.10
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$73,590.69
Total	\$73,590.69
Goal 1 Objectives 7	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment
Strategies	

Monitor and use recommendations from the state on Technical Skill Assessments	
Outcomes	
Coordinators will attend all state called meetings addressing the use of technical assessments to help select proper assessment tools for each POS.	
Measures	
1a.) Coordinators will attend two state called meetings. 1b.) Programs of Study are reviewed and appropriate TSA's will be selected.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$750.00
Total	\$750.00

Goal 1 Objectives 8	
Required/Permissive Uses 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	
Thirteen consortium high schools will be provided career guidance/counseling services for thier CTE students.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$2,000.00

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

1. Primarily through personal contacts with secondary and post-secondary advisory committee members, faculty are able to secure internship and clinical sites for students. In addition, many students who live outside of the Greater Bemidji area find work-based learning sites through their personal contacts in their local communities. Also, all secondary students utilize MCIS to explore career opportunities, to meet the state requirements for portfolio development.
2. 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. Due to the large geographic area of the Consortium joint secondary/post-secondary advisory committees cannot be efficiently established. Where possible there secondary faculty/administrators on NTC advisory committee's and NTC faculty on secondary advisory committees.
3. During joint Advisory Board Committee meetings, faculty and board members are encouraged to discuss what professionals are seeing in the field by means of job demand. Advisory board members are expected to share any foreseen changes in their profession.
4. In FY15, the Bemidji Area ABE program was physically moved to the NTC campus; this helps to provide CTE students with basic skills needs. In FY17, the local Workforce Office opened an office at NTC, which allows an easier transition for adult students returnig to college. Each year, NTC presents "Passport to the Future", which is attended by approximately 400 high school students each year. The purpose of the event is for student to have a hands-on experience with different CTE programs. The Lumberjack Academy (BHS Alternate HS) particiates ever year in "Passport to the Future".
5. The Consortium continues to partner with TEAM Industries. TEAM Industries will be instrumental to the Consortium by providing: Apprenticeships, teaching training, scholarships, and equipment.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration, R11 Articulation
Strategies	
Expand dual enrollment opportunities	
Outcomes	
Continue to participate in Online College in the High School.	
Measures	
At least one new course will be offered via Onliine College in the High School	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$4,000.00
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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,000.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R10 Collaboration, P3 Work-Based Experiences
Strategies	
Include elements of "all aspects of industry" in work-based learning program throughout the consortium.	
Outcomes	
1.) A consortium-developed work-based learning curriculum includes training modules on the (9) elements of "all aspects of industry". 2.) Provide training sessions for work-based learning instructors on various curriculum components including: Program of study, all aspects of industry, and updating of training plans. 3.) Provide opportunities for job shadowing, field trips, career exploration trips, and work experience activities for students.	
Measures	
1.)Two work-based learning (WBL) coordinators deliver the (9) elements of "all aspects of industry" to students involved in various aspects of work -based learning. 2.) Two WBL coordinators review/update training agreement plans to address POS and work readiness skills. 3a.) Two hundred high school students throughout the consortium will benefit from work-based learning activities which incorporate "all aspects of industry". 3b.) Eight schools will be provided support for students to participate iin career field trip activities.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$1,300.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$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	
Required/Permissive Uses 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 in learners in grades 9-12.	
Outcomes	
Deliver "Passport to the Future" carerr exploration event in 2018 to students in grades 9-12.	
Measures	
1a.) Five hundred high school students will attend "Passport to the Future" at NTC. 1b.) Pre- and post-event instructional materials will be developed and distributed to thirteen participating high schools.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$12,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$3,700.00
Secondary Permissible Activities	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,700.00
Total	\$15,700.00

Goal 2 Objectives 4	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R11 Articulation, P1 Advisory Committees
Strategies	
Program advisory committees will include business, labor, work force, secondary & post-secondary partners.	
Outcomes	
Secondary and post-secondary advisory committees will include each other in membership when geographically possible.	
Measures	
Ten advisory committees will have both secondary and post-secondary members.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$1,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00

Goal 2 Objectives 5	
Required/Permissible Uses of Funds*	R9 Special Populations, R11 Articulation, P6 Mentoring/Support Services
Strategies	
Work with secondary schools and other local agencies to increase enrollment of recent high school graduates.	
Outcomes	
Increase enrollment of economically disadvantaged students 22 years of age and younger.	
Measures	
Increase enrollment of economically disadvantaged students 22 years of age and younger by two percent.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$25,648.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$25,648.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$4,515.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,515.00
Total	\$30,163.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

1. During the past two years, staff from MDE and MNState have presented information on Non-trads at the North Country counselor meetings. At counselor meetings, faculty speak to the counsors about successes of non-traditional students in their programs. The fall 2017 counselor meeting was dedicated to serving special populations, including non-trads, at the request of Perkins statewide leadership. Thi meeting was attended by representatives of fifteen local agencies for purpose exchanging information on services for non-trads and other special populations. Part of this meeting included a tour of the Occupational Development Center, Bemidji location, which employees many non-trads and other special populations. NTC program marketing includes photos/graphics of non-trads working in non-trad occupations.

2. The College Learning Services Director is an active member of the local "Secondary to Postsecondary Transition Team". North Country high schools and NTC work with Bemidji Interdistrict Regional Council (BRIC) in the provision of education for special needs students.

3. Northwest Technical College attempts to overcome access barriers for special populations via various strategies outlines in the Diversity & Inclusion Plan. Minority populations are actively recruited and provided with registration assistance. The Diversity & Inclusion plan also addresses assessment for prior learning and competency based assessments. Starfish, a new early alert system has been put in place to improve communication between instructor, student, and student success staff. A BEST 1100 model for learning has been implemented as a competency based college readiness course for students in one of the trades programs. The college is currently working with Distance Minnesota to develop Open Education Resource programs. These programs will allow students the opportunity to participate without the added costs of text books.
4. 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. The "campus climate" is monitored via data collection. The data is then used to make necessary modifications. An online complaint system is not in progress. The reporting system will be publicized to make students aware of the process. A group of faculty is meeting to study the "sense of belonging" concept and identify how to improve students' sense of belonging at NTC. NTC has successfully made it through an Office of Civil Rights audit last fall. A plan is in place for addressing concerns that arose and we are actively doing what the plan identified. We post procedures annually for how to file complaints regarding discrimination, harassment, and sexual violence.
5. 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.
6. All secondary and post-secondary curriculum is designed with learning objectives that must be met by all students to successfully complete the program. Students with documented disabilities are provided access to accommodations as appropriate.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses 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 Disability Services Office, allowing enhanced access and success for CTE students.	
Measures	
1a.) Students who request assistance and those with qualifying disabilities will receive support services. 1b.) Fifty percent of students with disabilities will complete their programs.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 2	
Required/Permissive Uses 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.) Approximately 1,100 (duplicated headcount) post-secondary CTE students will receive professional and peer tutoring services.	
Reallocation Explanation	
Post-Secondary Required Activities	\$13,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$8,088.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$21,588.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$21,588.00

Goal 3 Objectives 3	
Required/Permissive Uses 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: Special education case managers, counseling services, mentors/job coaches, and academic advisors

Measures
Thirteen consortium high schools will provide academic support services in CTE programs. Five-hundred post-secondary economically disadvantaged students will receive intrusive academic advising.

Reallocation Explanation	
Post-Secondary Required Activities	\$20,000.00
Post-Secondary Permissible Activities	\$6,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$26,000.00
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$500.00
Total	\$26,500.00

Goal 3 Objectives 4

Required/Permissive Uses 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, and career planning.

Measures
Secondary academic counselors will communicate non-traditional opportunities to students.

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

Goal 3 Objectives 5

Required/Permissive Uses 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: classroom modification, curriculum/equipment modifications, supportive personnel, instructional aids and devices, and guidance counseling.

Measures
Thirteen consortium high schools will provide supportive services for special population students as appropriate for individual students.

Reallocation Explanation	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$10,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$500.00
Total	\$20,500.00

Goal 3 Objectives 6

Required/Permissive Uses 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, career-planning, and research skills.

Outcomes
1.) Provide need support for economically disadvantaged students through NTC's student services. 2.) Consultant/staff will conduct in-service sessions for school counselors and select CTE instructors on ways to recruit students into non-traditional programs.

Measures	
1.) One hundred-fifty consortium post-secondary CTE economically disadvantaged students will receive support services. 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	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 4 Narrative

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

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]/i>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

1. The provision of asynchronous learning opportunities is vital for a student body that consists of many working adults, single parents, and others who cannot take on-ground courses scheduled at specific days and times. Approximately 50% of NTC 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. In addition, online tutorial assistance is available to both on-ground and online students.
2. All Consortium members use *Go Places*, *iseek.org*, *MCIS*, *MNProgramsofstudy.org* and other resources to provide continuum of service for students interested in POS not available within the Consortium. North Country continues to maintain working relationships with other Perkins consortia to facilitate opportunities for students in POS not available through 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. In addition, credits gain by high school students through dual enrollment in Online College in the High School, CITS, and PSEO are portable credits that can be used at any MNState college or university, as well as many other Minnesota colleges.
3. To provide a smoother student transition from high school to college, the Consortium uses ACCUPLACER to assess 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. Results from ACCUPLACER provides guidance for high schools in scheduling students into proper courses to prepare them to be college read upon graduation from high school.
4. The BSU Career Services office provides assistance to all NTC students, including adult students, searching for career opportunities. These services include: Preparation for Job and Internship Fairs, Resume and Application Writing, Strengthquest, Job Search Skills, and offers a BSU/NTC Job and Internship Fair. In addition, through the Workforce Office located at NTC, adult students are provided assistance in finding jobs with local employers.
5. To assist students in their transition to post-secondary education, North Country Consortium, through NTC, uses the MNState publication: Guide to State Colleges and Universities. This Guide provides counselors and teachers with an easy to use reference to show students which colleges have the major or program of their interest. Also, the guide provides general information for the student on each of the colleges and universities. Students are then referred to these colleges and universities, particularly when NTC or BSU does not have their program of choice. In addition, college staff will often link the prospective student with a staff member at the college the student is interested in attending to ease their transition.
6. 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.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R6 Assessment , R10 Collaboration
Strategies	
Eight consortium high schools will offer ACCUPLACER at their school.	
Outcomes	
High schools will continue to use ACCUPLACER results to assist in career planning.	
Measures	
Approximately 250 students will take the accuplacer	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$1,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$1,500.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

1. Self-assessment of the North Country Consortium is performed with governing body, a seven-member leadership team, and the secondary and post-secondary coordinators. Discussions are held at each meeting as to the Perkins Plan, how funds are being expended, and the overall efficiency of operations; this is an informal process, not a formal process with reports. 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. The Consortium budget is developed collaboratively and numerous activities are jointly funded either directly or in-kind.

2. Established and available data is critical to evaluating the success of Perkins activities. The consortium focus on continuing quality improvement supports a culture of data-driven decisions and evaluation. 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 EMP-11, 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.

3. 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. North Country's major event each year, "Passport to the Future" is joint venture between all consortium partners, including the funding for the event.

4. During the development of the Annual Plan, the secondary and post-secondary coordinators work together in developing their respective budgets. Examples of shared budget items: the secondary budget pays for substitutes when teachers attend meeting, while the post-secondary budget pays for meals; for "Passport to the Future", the secondary budget pays for meals, while the post-secondary budget covers other event expenses; the post-secondary budget covers the cost of ACCUPLCER for students in consortium high schools.

5. (Jim, explain the BHS academies as an example for collaborative initiatives; think you have the information on all involved and how it functions)

6. North Country Perkins Consortium Vision:

To bring awareness of CTE career opportunities to students and to provide students with the necessary educational foundation for successful CTE careers.

The Consortium promotes this vision through the following activities:

- 1) Sponsoring "Passport to the Future" each spring at NTC
- 2) Holding twice a year high school counselors meeting for updates on current CTE projects
- 3) Providing ACCUPLACER to high school students to assist in their class selection
- 4) Affording staff for career guidance
- 5) Developing Programs of Study (POS) in seven career fields
- 6) Cooperating with Bemidji High School with Career Academies
- 7) Partnering with local industry to provide students with hands-on CTE experience
- 8) Providing high school and college educational programs for students within CTE fields of study
- 9) Partnering with local agencies to provide a full range of services to students

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses 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.) Staff collects and analyzes data on Perkins Core indicators to assist in decision making on program improvements 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. 3.) Use TASKSTREAM for curriculum assessment and measuring student success.	

Measures	
1.) Thirteen districts will complete the Carl Perkins data reprot and use date collection results to make program improvement decisions. 2.) Consortium staff will communicate with 13 member schools to provide guidance, direction, and assistance with Perkins IV activities and data collection. 3.) TASKSTREAM will be fully operational for all post-secondary health programs.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$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	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$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	
Required/Permissive Uses 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.) Mantain and improve best practices developed under Perkins IV.	

Measures	
1.) One-hundred percent of plan strategies accomplished. 1b.) Two consortium meetings held. 2.) Seondary and post-secondary staff will meet annually to assess consortium operating structure. 3.) Seventy-five consortium students will enroll in dual enrollment courses. 4a.) The consortium will have Articulation Agreements for 25 courses. 4b.) Thirteen consortium high schools willconduct career planning activities.	
Reallocation Explanation	
Post-Secondary Required Activities	\$21,200.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$21,200.00
Secondary Required Activities	\$4,806.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$7,609.28
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,415.28
Total	\$33,615.28

Administrative Cost

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

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-secondary Required Activities	Post-secondary Permissible Activities	Post-secondary Admin Cost	Post-secondary Reserve	Post-secondary Reallocation Basic	Post-secondary Reallocation Reserve	Post-secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$2,500.00	\$0.00	\$0.00	\$6,800.00	\$1,740.47	\$924.66	\$11,965.13	\$92,489.24	\$0.00	\$0.00	\$28,266.10	\$5,774.78	\$1,198.76	\$127,728.88	\$139,694.01

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2	\$25,648.00	\$0.00	\$0.00	\$17,000.00	\$0.00	\$0.00	\$42,648.00	\$5,000.00	\$4,515.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,515.00	\$52,163.00

Total																
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Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$43,500.00	\$6,000.00	\$0.00	\$18,088.00	\$0.00	\$0.00	\$67,588.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$71,588.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$1,500.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$21,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,200.00	\$8,806.00	\$0.00	\$7,609.28	\$0.00	\$0.00	\$0.00	\$16,415.28	\$37,615.28

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$92,848.00	\$6,000.00	\$0.00	\$41,888.00	\$1,740.47	\$924.66	\$143,401.13	\$111,795.24	\$4,515.00	\$7,609.28	\$28,266.10	\$5,774.78	\$1,198.76	\$159,159.16	\$302,560.29

Secondary Supplemental Budget Sheet

Description	File Name	File Size
FY '18 Supplemental Budget Sheet - Finalized - North Country	2017-2018 Perkins Budget Spreadsheet murray #1.xls	207 KB
Secondary Perkins Budget	Copy of 2017-2018 Secondary Perkins Budget Spreadsheet - 6-1-2017.xls	214 KB

Secondary Budget Reallocation

Description	File Name	File Size
Budget Summary	Copy of Perkins Budget Summary spreadsheet (17-18).xlsx	53 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

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:* 25.0%

Coordinator Budget:* \$26,500.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Wendy Potratz	Perkins Coordinator		\$25,000.00	wg_Major Perkins Duties.docx
Sarah Plahn	Advisor		\$21,000.00	wg_00632820-MnSCUAP1-Abbott112-17-2015.pdf
Chuck Abbott	Advisor		\$17,000.00	wg_00632820-MnSCUAP1-Abbott112-17-2015.pdf
Unfilled	Learning Resource Director		\$20,000.00	wg_01116993-ColLabAsst2-Bates-signed 2017.pdf
Unfilled	Enrollment Services Coordinator		\$25,648.00	
To be determined	Tutors		\$21,588.00	wg_00632740-IntermtCollegeLabAsst 1-Staker.pdf
			\$130,236.00	

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	
As noted in documents from Minnesota State this is the third year of needing to submit an improvement plan. The college takes this issue very seriously and is presently working on reaacreditation of the nursing program.	
As indicated in previous APR's there have been significant curriculum changes in both the PN and RN programs as well as the programs physical change in locate. In the past year the program was moved to Bemidji State University then was moved back to the NTC campus. It has been decided that the nursing program will now permanantly reside at NTC with no further location changes. Nursing faculty and administration have met with the nursing program accreditors and are preparing a report to update the accreditation. This report needs to be submitted by the end of May, 2017.	
The nursing program will continue previous strategies of reduced student teacher ratios, incorporation of board review exam, and increased tutoring. In addition, the college has purchased TASKSTREAM to assist the nursing program with curriculum enhancement and student assessment. Nursing is the first NTC program to use TASKSTREAM as the college believes that the use of TASKSTREAM will improve student success.	
Other measures taken to improve student success include: Increasing GPA requirement for program admission and the addition of A&P1 prior to admission to the program; increasing grading standards and consistency, improvements in the Biology lab to allow more face-to-face instruction.	
Resources Needed	Staff time to continue the implementation of changes as well as staff time for data input for TASKSTREAM.
Timeline	At this point the change will be continuous as updates and monitoring provide new information.
Person(s) Responsible	VP, nursing director, nursing faculty, and nursing advisory committee.
How will progress be documented?	Documentation will be an increase in board pass rate for both PN and RN programs.
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	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
In addition to Technical Assistance, North Country will continue to work with Consortium schools, Minnesota State and MDE to recommend and implement appropriate TSA's. The North Country director will continue to work one-on-one with Consortium Secondary instructors to maintain and implement new MDE approved TSA's. The North Country director will also work closely with Kari Ann Ediger and Secondary MARRS reporters to make sure assessment results are uploaded to the MARRS system successfully. The Director will also work with companies that provide Technical Skill Assessments to make sure the assessments are appropriate to secondary level taught. The Director will continue to update Mike Kunde - Region I - throughout the summer months to make sure Consortium schools are doing required reporting.	

The Consortium would welcome Technical Assistance from MDE and Minnesota State, to improve Performance results. Approximately, four years ago, the Consortium received Technical Assistance to improve performance in the area of "Non Traditional." The resulted in an increase in our scores.

Resources Needed	Staff time to include Director and Secondary instructors.
Timeline	The process will continue through upcoming 17-18 school year.
Person(s) Responsible	Director, School Principals, MARRS reporters and Secondary instructors.
How will progress be documented?	Progress will be documented as a increase in Secondary Technical Skill Assessment results. This information will be shared with persons on a need to know basis.
Sub-populations or groups where gap exists:	
Describe any contextual factors that might contribute to this gap:	
Further Information	

Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
Both 5P1 and 5P2 have traditionally been problematic for NTC. There appears to be an up and down with 5P1, regardless of any action that college takes. Minnesota State and MDE have previously provided Technical Assistance for the non-traditional indicators and the college has tried to increase non-traditional participation and completion. At this time the college is requesting Technical Assistance from Minnesota State to assist the college in developing a comprehensive plan to address these indicators.	
Resources Needed	NTC is requesting Technical Assistance from Minnesota State CTE System Office to help create a tactical plan to address the colleges short-comings with non-traditional participation.
Timeline	NTC is requesting a fall 2017 meeting to begin the planning process.
Person(s) Responsible	College VP and Perkins coordinator
How will progress be documented?	Completion of Tactical 5P1 and 5P2 Plan and upward movement of the college's non-traditional participation.
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 in the trades.
Further Information	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1P1 – Technical Skill attainment
Negotiated Performance: *	84.46%
Actual Performance: *	66.33%
General strategies planned to improve performance:	
This the third consecutive year that the nursing boards pass rate has been below the negotiated target for 1P1. As indicated in previous APR's there have been significant curriculum changes in both the PN and RN programs as well as the programs physical change in locate. In the past year the program was moved to Bemidji State University then was moved back to the NTC campus. Nursing faculty and administration have met with the nursing program accreditors and are preparing a report to update the accreditation.	
FY16 pass rate for the PN program was 100%, however the RN pass rate was significantly below target.	
The nursing program will continue previous strategies of reduced student teacher ratios, incorporation of board review exam, and increased tutoring. In addition, the college has purchased TASKSTREAM to assist the nursing program with curriculum enhancement and student assessment. Other activities to improve the pass rate can be found in the improvement plan.	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:*	2P1 – Credential, certificate, or degree
Negotiated Performance: *	68%
Actual Performance: *	67.10%
General strategies planned to improve performance:	
The college was at 99% of target. NTC will be hiring an enrollment services director for FY18, this person will also serve as a coordinator for student success. NTC has also employed a new early alert system, STARFISH, which will make it easier for faculty to find help for struggling students earlier.	
Due to an improving local economy, some NTC students are leaving programs for employment prior to program completion.	
Comments or context for actual performance (optional):	

Improvement Report 3	
Indicator Not Met:*	2S1 – Technical Skill Attainment
Negotiated Performance: *	34.44
Actual Performance: *	30.56
General strategies planned to improve performance:	
In addition to Technical Assistance, North Country will continue to work with Consortium Schools, Minnesota State and MDE to recommend and implement appropriate TSA's. The Director of North Country will continue to work one-on-one with CTE Consortium instructors to implement new TSA's. In addition, the Consortium Director will work closely with Kari Ann Ediger and Secondary School MDE reporters to ascertain whether or not TSA scores are successfully uploaded in the MARRS system.	
The Consortium is working with Kari-Ann Ediger to determine why TSA results have not been recorded in the past. As it turns out, it is not surprising that according to Kari Ann, the MDE has not received assessment results from Minnesota schools on a consistent basis.	
Just recently, Kari Ann explained that the JMC Program has not been "user friendly" to persons responsible for inputting data on their Secondary MARRS reports. MDE has been working diligently to resolve this problem with JMC.	
Comments or context for actual performance (optional):	

Improvement Report 4	
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Indicator Not Met: *	4P1 – Student placement
Negotiated Performance: *	90.80%
Actual Performance: *	82.67%
General strategies planned to improve performance:	
This is the third year that the college has not met the 4P1 target. The college has identified a problems in that some students fail to complete general education or liberal arts courses while completing their technical courses therefore they opt to leave the college for employment. However, placement rate is based off of only students who complete the program. We believe if non-completers were counted towards placement the college would meet the target. NTC faculty are encouraging their students to complete all program courses and receive a certificate/diploma, as that will lead to greater future success.	
Comments or context for actual performance (optional):	

Improvement Report 5	
Indicator Not Met: *	5P1 – Nontraditional participation
Negotiated Performance: *	16.50%
Actual Performance: *	13.95%
General strategies planned to improve performance:	
While the college failed to meet their target the actual performance did increase from the previous years rate of 11.90 percent to 13.95 percent which is a 17 percent improvement. Hence efforts to improve non-traditional participation are showing results. The 5P1 indicator has always been difficult for NTC. Previously, Minnesota State and MDE provided the consortium with technical assistance. With a significant increase in 5P1 over the past year the college believes progress is being made.	
Comments or context for actual performance (optional):	

Improvement Report 6	
Indicator Not Met: *	5P2 – Nontraditional completion
Negotiated Performance: *	12.56%
Actual Performance: *	11.07%
General strategies planned to improve performance:	
While the consortium failed to meet the target the 5P2 actual increased from 9.96% to 11.70% which is a 17 % increase from the previous year. Previously, Minnesota State and MDE provided the consortium with technical assistance. With a significant increase in 5P1 over the past year the college believes progress is being made.	
Comments or context for actual performance (optional):	

Statement of Assurances & Certifications

Description	File Name	File Size
Statements of Assurance for post-secondary and all thirteen secondary schools in the consortium.	FY18 Statement of Assurance - All.pdf	379 KB

Attachments

Description	File Name	File Size
FY28 - TSA Reporting North Country Consortia Secondary Job Description	FY18POS TSA planning NorthCountry_5-22-17.doc Secondary Job Description.pdf	54 KB 35 KB

