



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02416 - FY19 PERKINS APPLICATION

#### 02633 - FY19 North Country Vocational Cooperative Perkins IV Consortium

**Grant Title:** FY19 North Country Vocational Cooperative  
**Grant Number:** 02435  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** North Country Consortium  
**Grantee Contact:** Wendy Potratz  
**Award Year:** 2018  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:**

<small>Contract Sent</small>	<small>Contract Received</small>	<small>Contract Executed</small>	
<b>08/08/2018</b>	<b>07/01/2018</b>	<b>06/30/2019</b>	
<small>Proposal Date</small>	<small>Project Start</small>	<small>Project End</small>	

**Grant Administrator:** Jeralyn Jargo  
**Contract Number** 02435  
**Award Year** 2018  
**Contract Dates**

Contract Sent    Contract Received    Contract Executed    Contract Legal

**Project Dates** 07/01/2018  
 06/30/2019

Project Start    Project End

#### Comments

### Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Northwest Technical College		
Bemidji Public School	01 public school district	31
Blackduck Public School	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
Voyageurs Expeditionary School	07 charter school	

### Summary Narrative Part One

## Career and Technical Education Programs:

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**Q1) How does your plan support the career and 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)]**

North Country's primary support for Career and Technical Education (CTE) is the development of Programs of Study (POS). Other support offered by North Country includes: The provision of Minnesota Career Information System (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 Goals Plans Success (GPS) into the schools who wish to use it, support for work-based learning, disability services for post-secondary students, tutoring for post-secondary students, academic support for post-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.

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 used to foster continuous improvement of existing programs and implementation of new programs. A recent initiative has been to research grant opportunities for funds that will build on existing CTE programs. An example is a \$25,000 grant for adding augmented reality welding at the Kelliher School. Assistance from the NCVCC director was given to the staff and administration in writing the grant; the outcome will be announced summer, 2018. Additional support from the NCVCC director has been in the form of letters of support for grant applications submitted by Cooperative schools. This initiative will continue into the foreseeable future.

## Meeting State and Local adjusted levels of Performance

**Q2) 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)]**

All of the Perkins-funded activities in the FY19 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, and advisory committees
3. Student retention or transfer: Health Careers Expo and Career Olympics, GPS, Learning Services
4. Student placement: GPS, Bemidji State University Career Center, Bemidji Workforce Center, services and workshops
5. Nontraditional participation: Health Careers Expo and Career Olympics, GPS, Learning Services, MnState technical assistance
6. Nontraditional completion: Health Careers Expo and Career Olympics, GPS, Learning Services, MnState technical assistant at the post-secondary level; efforts are directed toward academic readiness and technical skill

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 10-11<sup>th</sup> 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)]**

MnState 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.

Minnesota State Board Policy 3.36: Academic Programs

(<http://www.minnstate.edu/board/policy/ee6.html>) guides the development of new programs and review of existing programs.

NTC Policy 3065-1-01 (<http://www.ntcmn.edu/about/wp-content/uploads/sites/7/2015/11/ppolicies-3065-1-01-New-Program-Development.pdf>) 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 (<http://www.ntcmn.edu/about/wp-content/uploads/sites/7/2015/11/ppolicies-3075-1-01-Academic-Program-Review.pdf>)\_ 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. As an example of the review process, selected programs were suspended and new programs were proposed. An example of response to the process is the development of a new program in Industrial Refrigeration slated to begin Fall Semester, 2018.

All consortium CTE programs are subject to review by industry to assure that rigor required by industry is met and, where appropriate, improvement measure 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 may have many. The goal is to provide the best CTE preparation possible given the size of the school and district resources available.

Bemidji High School, the largest high school in the consortium, has implemented six Career Learning Academies: Business Management, Construction Trades, Health Careers, Light/Sound & Video, Mechatronics, and Project Lead-The-Way. Six additional academies are planned for the Fall, 2018, school year. The Career Learning Academies are designed to prepare students for a career and/or post-secondary education.

## 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)]**

All CTE post-secondary programs have advisory committees which include representation from business and industry. A primary focus of the advisory committee is to review curriculum and program outcomes and to ensure that the program meets the needs of the regional industry. This ensures that throughout the programs, students are provided with broad 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 experiences, internships, and field trips.

At the post-secondary level, a curriculum is available to all CTE instructors that are designed to integrate All Aspects of the Industry into CTE learning experiences. In particular, staff development workshops have been presented to Work Based Learning instructors to help them recognize the helpfulness of available tools and effectively address the incorporation of All Aspects of the Industry instruction into work-based programs. In addition, students are expected to identify All Aspects during field trips and through job shadowing.

North Country consortium has partnered with local industry such as TEAM to form community partnerships with secondary, post-secondary, parents, teachers, and students. TEAM has funded equipment, apprenticeships, scholarships, and professional development to CTE certified teachers. Schools directly benefiting from this partnership include Park Rapids, Kelliher, Laporte, and Cass Lake. An integral part of the plan is mobile labs, available for schools to provide hands-on training and strong career orientation in welding and manufacturing. An industry connection added in the 2017-18 school year has been to align industry-wide curriculum in welding with American Welding Society (AWS) standards through the SENSE program sponsored by AWS. This program brings a wealth of opportunity for professional development, reference materials and detailed curriculum that prescribes a pathway to Level 1 and Level 2 welding skills certificates in high school.

## Summary Narrative Part Two

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### Comprehensive Professional Development

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***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)]***

Once yearly at the beginning of Fall Semester, Northwest Technical College faculty and administration assess the professional development needs of faculty. The NTC committee, with input from college administrators reviews the results of a needs assessment. The committee uses results of the needs assessment, along with information gathered 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. NTC may also support and fund individual professional development requests. Faculty seeking uses of professional development funds submit an application identifying how the activity supports the goals of the program and college. A committee of faculty peer reviews the application and makes funding recommendations.

North Country consortium identifies professional development needs and works collaboratively to address those needs. One example is semi-annual workshops for school counselors held on the NTC campus that specifically addresses Perkins activities. Another example is the college's development of pre- and post-materials for consortium schools to use for career development via Career Olympics and the Health Careers Expo.

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

North Country will continue to partner with industry and explore/provide professional development opportunities to all 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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B)]***

NTC is aligned with Bemidji State University and recruitment practices for faculty and counselors are part of the joint Affirmative Action Plan. NTC 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 maintain CTE teachers as qualified, licensed instructors who can effectively meet Mn State CTE Program Approval Process requirements. As there continues to be 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 as per Perkins funding guidelines. School districts are also encouraged to obtain variances for CTE teachers when deemed necessary.

CTE teachers at North Country are generally licensed teachers but many are on a CTE variance. Those on variances are encouraged to complete the coursework necessary to obtain CTE licensure, primarily through online coursework and now through on-site offerings at St. Cloud State. The challenge for teachers is that many have summer jobs to subsidize their earnings, young families, and limited financial resources for completing their CTE license requirements. While direct funding of licensing to individuals is not done through Perkins funds, support with information and encouragement are offered and school districts have been responding in a more aggressive manner by offering extra-duty days to help teachers gain their CTE license. With retirements looming, finding qualified teachers will become a major issue for the consortium schools. A primary contributing factor that cannot be changed by the consortium is the wage disparity, in many cases set by union guidelines, between business/industry and teaching. Also, health benefits for teachers have declined drastically within the past few years and student debt is a factor in the choice of teaching vs. industry. North Country will continue to pay close attention to the promotion of teaching careers and will pursue all avenues of assistance in CTE licensure for teachers in the consortium.

## 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 effectively 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.

Due to a previous below-normal pass rate for nursing boards, part of the Program Improvement Plan has been to acquire and administer Taskstream in order to improve the college's ability to review programs, identify areas of curriculum needing strengthening, and assess student learning.

At the secondary level, the Perkins coordinator presents data to school administrators during on-site visits and online to discuss changes that may positively impact student performance. Discussion and networking is also presented and encouraged during counselors workshops. During site visits discussion about data reports takes place between the Perkins coordinator, principals, and teachers. These site visits often result in discussion of changes each school can make to correct deficiencies. Also, at the secondary level the consortium directly contributes to staff development that is deemed appropriate for all district CTE staff and 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)]**

While RPOS within North Country schools continue to be discussed and strategized in the area of business, the initiated RPOS has been in Health-Therapeutic Services. Changes in programming and faculty at the post-secondary level make this RPOS sustainable and viable into the foreseeable future. This determination was also based on the program being the largest with NTC and the RPOS could immediately be developed with the following secondary partners: Bemidji High School, Park Rapids High School and Walker-Hackensack-Akeley High School. Also, the health field is the leading creator of jobs in the region.

The sequence of events determining Health-Therapeutic Services as the RPOS is as follows:

Business was identified as a strong program for RPOS but it was discovered proctoring of TSA's was virtually impossible due to online offerings and logistics involved in administering TSA's to students spread across several states and at various testing centers certified by each test vendor. The consortium then looked at Construction Management as a likely RPOS but the program was eliminated at NTC. The next in line was Health-Therapeutic Services and it proved to be a very good fit.

RPOS Health-Therapeutic Services strengths: partnerships, college and career readiness, course sequences, guidance and counseling, teaching and learning. Weaknesses: accountability and evaluation of systems and TSA's.

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 (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 is used with other disciplines as well, but Therapeutic Services is the first priority.

## Goal 1 Narrative

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### Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

1.) North Country Consortium's rigorous POS is therapeutic services (nursing). Other programs of study include administrative support, accounting, business finance, marketing communications, early childhood development and services, and automotive.

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. Administration from NTC and NCVCC participate in OCHS steering committee meetings and activities for decision-making as well as dissemination of information to teachers, counselors, students and parents.

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 (TSAs). In addition, administrators, counselors, and/or consortium

leaders are involved in these meetings as appropriate. The NCVCC Director meets directly with counselors and CTE teachers on a continuous basis on-site, in schools, and via semi-annual counselor workshops held at NTC for updates, discussion, and networking that impacts all consortium schools. In addition, administrators at consortium high schools are kept updated on activities and contributions of Perkins funds.

4.) In FY18 POS faculty met with the new NTC Perkins leader to discuss TSA's and overview possibilities for improving the participation rate for faculty's commitment to TSA's. Previously, inadequate time was spent educating post-secondary POS faculty on the necessity and advantages of implementing assessments. POS faculty then met with Perkins mentor Karl Ohrm, from a neighboring consortium to discuss TSAs. Faculty made verbal commitments to a particular TSA. Since then there has been some change-over and adaptations to faculty roles, however one POS (Early Childhood) has successfully implemented a pre-post Precision Exam. Perkins leaders will continue to make an effort to help faculty strategize the incorporation of state-approved assessments. In the next year the post-secondary would like to support the continuation of the use of the Percision exam in the Early Childhood program as well as add a state approved TSA for the Business POS. Additionally, general assessment data is continually being collected as a part of the HLC accreditation process. NCVCC has made Precision Exams available to Cooperative secondary schools through the purchase of a block of exams that may be used in POS. The block of exams is available for use through the end of the school year, 2018-19 and will be re-examined on a continuous basis.

5.) The consortium helps support professional development for faculty and staff in a variety of ways. Twice per year there is a secondary counselors meeting supported by the post-secondary which provides learning opportunities. Workshops have been scheduled to connect secondary and post-secondary faculty as well as industry. The focus of these events is to strengthen the network and promote learning. Finally, Perkins funding is used to support attendance at professional conferences and trainings for faculty. Faculty is being introduced directly to industry associations by funding for curriculum development as per industry standards. An example of this is the subscription of schools for participation in the SENSE program sponsored by the American Welding Society. Teachers are shown avenues of professional development, provided invaluable reference materials, and are eligible for grants that will upgrade current technologies.

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. Precision Exams has expanded areas of assessment relevant to POS within the Cooperative and a block of exams has been made available to schools.

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 Adult Basic Education (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 convenient pathway for busy adults who cannot attend regularly scheduled on-ground courses; several programs are offered entirely online. Optivation, the BSU/NTC continuing education and customized training department, has an office at NTC.

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. An example is the opportunity for Level 1 and Level 2 training being incorporated into schools through the SENSE program which is sponsored by the American Welding Society. The certificates from this program are valid in industry as well as transferrable into post-secondary programs. The SENSE program is an industry-wide partnership with education.

9.) Post-secondary students are provided with career counseling through the services of the one-stop. The one-stop is made up of: Admissions representatives, financial aid, registrar and academic success advising. The one-stop is available to all prospective and current students for one-on-one assistance. Students enrolled in a particular program are also assigned to an academic advisor who provides one-on-one academic and career advising. NTC students are provided with the option of consulting Career Services through the BSU campus. NCVCC Cooperative schools are continuously provided career information for dissemination by teachers, counselors and administrators as opportunities and career information is obtained. For example, avenues for connecting teachers to local industry networks such as the Agricultural Utilization and Research Institute are presented during visits and workshops. NCVCC has become a vehicle for dissemination of new information and materials that are helpful to teachers, counselors, and students.

10.) Strategies used for motivating and encouraging students to enroll in rigorous and challenging courses in core academic subjects include, but are not limited to: providing an enriched environment for learning in CTE subjects by utilizing the highest level of technology possible; providing professional development and networking opportunities for instructors so they may learn and collaborate on higher-level projects; incorporating shared technologies that reach more students and encourage exploration in math and science; provide students with information on CTE career choices that will require knowledge in academic subjects. Bemidji High School has academies that outline preparation for career choices and clarify the pathway into CTE careers beginning at the secondary level.

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

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**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R2
<b>Strategies</b>	
Develop Program Of Study using the POS framework.	
<b>Outcomes</b>	
Work to further develop current POS and the POS website system.	
<b>Measures</b>	
The secondary and post-secondary coordinators will work together to ensure that all 7 current POS are correctly reported on the state approved website.	
Coordinators will also work to ensure that secondary and post-secondary POS faculty are aware of the existing POS and are connected with each other.	
<b>Post-Secondary Required Activities</b>	\$5,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$5,000.00
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,000.00
<b>Total</b>	\$7,000.00
<b>Goal 1 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R2
<b>Strategies</b>	
Develop programs of study using the POS organizational framework.	
<b>Outcomes</b>	
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.	
<b>Measures</b>	
Thirteen consortium schools will communicate information about POS opportunities to students and parents through principals, school counselors, CTE teachers, and career advisors.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$25,112.65
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$25,112.65
<b>Total</b>	\$25,112.65
<b>Goal 1 Objectives 3</b>	



<b>Required/Permissive Uses of Funds*</b>	R1
<b>Strategies</b>	
funds at the secondary level will be used for support of Minnesota Career information System availability in North Country Vocational Cooperative consortium schools.	
<b>Outcomes</b>	
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	
<b>Measures</b>	
The usage figures are available to the Cooperative via MCIS annually. Additionally at the spring counselors bi-annual workshop, high school counselors will be asked to complete an evaluation on MCIS usage.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$6,973.54
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$6,973.54
<b>Total</b>	\$6,973.54

<b>Goal 1 Objectives 4</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R6 , R10
<b>Strategies</b>	
Implement assessment process to measure program effectiveness.	
<b>Outcomes</b>	
Coordinate and support academic assessment process, including faculty development.	
<b>Measures</b>	
Secondary programs will identify specific instruments/tools to assess program outcomes.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$9,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$9,000.00
<b>Total</b>	\$9,000.00

<b>Goal 1 Objectives 5</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 , R3 , R8
<b>Strategies</b>	
Increase opportunities and services to help students make decisions regarding career pathways, career choices, and Programs of Study.	
<b>Outcomes</b>	
1. Provide licenses for MCIS school districts.	
2. Develop career planning materials.	

Measures	
1. Provide site licenses for MCIS school districts.	
2. Develop career planning materials for thirteen school districts.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$8,302.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$8,302.00
<b>Total</b>	\$8,302.00

<b>Goal 1 Objectives 6</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R4, R6 , R10
Strategies	
Increase opportunities for students to use technology in CTE courses.	
Outcomes	
Enhance technology in CTE courses.	
Measures	
Thirteen consortium high schools and NTC will be provided with Perkins funds to upgrade and expand various technologies.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$55,885.94
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$8,523.61
<b>Secondary Reserve</b>	\$31,368.30
<b>Secondary Total</b>	\$95,777.85
<b>Total</b>	\$95,777.85

<b>Goal 1 Objectives 7</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R6
Strategies	
Monitor and use recommendations from the State on Technical Skill Assessments.	
Outcomes	
Secondary Coordinator will attend state called meetings addressing the use of technical assessments to help select proper assessment tools for each POS.	
Measures	
Secondary coordinators will attend two state called meeting.	
The post-secondary coordinator with support continued use of the Percision exam in the Early Childhood Programs and assist business faculty in selcting an appropriate TSA to be implemented during the 18-19 academic year.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$500.00

<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$500.00
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,000.00
<b>Total</b>	\$2,500.00

<b>Goal 1 Objectives 8</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 , R5 , P2
Strategies	
Support career guidance/counseling programs in member schools.	
Outcomes	
High school 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 their CTE students.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$2,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,000.00
<b>Total</b>	\$2,000.00

<b>Goal 1 Objectives 9</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 , R3, R5
Strategies	
Support faculty in the maintenance and development of CTE programs and POS.	
Outcomes	
<ol style="list-style-type: none"> <li>1. Provide support for POS faculty development.</li> <li>2. Provide support to expand the use of technology in CTE programs.</li> <li>3. Provide support to develop new CTE programs related to emerging professions.</li> </ol>	
Measures	
<ol style="list-style-type: none"> <li>1. Seven RPOS Nursing faculty will attend a relevant continuing education conference.</li> <li>2. Funds will be provided to purchase Vlab software for the medical coding program. This will allow 27 students to experience hands on simulation similar to that found in the work place.</li> <li>3. Funds will be provided to purchase several new peices of equipment for the microbiology lab includingig items such as a digital incubator and an infrared bacteria sterilizer. This will allow all on campus students with a more current hands on experience relevant to the workplace.</li> <li>4. Funds will be provided to support faculty in the development of a gerontology program and purchase of related equipment. Faculty are deloping six courses for a gerontology certificate. Examples of equipment are an aging simulation suit and macular degeneration simulator.</li> </ol>	
<b>Post-Secondary Required Activities</b>	\$17,047.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$6,100.00
<b>Post-Secondary Total</b>	\$23,147.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$23,147.00

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

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**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R3, R10 , P3
Strategies	
Goal 1, Objectives 2	
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: Programs 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 in career field trip activities.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$1,300.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,300.00
<b>Total</b>	\$1,300.00
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R3, R8 , R9 , R10 , P4, P6, P10
Strategies	
Goal 2, Objectives 3	
Increase career awareness in learners in grades 9-12.	
Outcomes	
Deliver career exploration event in 2019 to students in grades 9-12.	
Measures	
1a. Five hundred high school students will attend various career exploration events at NTC.	
1b. Pre- and post-event instructional materials will be developed and distributed to thirteen participating high schools.	
<b>Post-Secondary Required Activities</b>	\$13,182.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$3,818.00
<b>Post-Secondary Total</b>	\$17,000.00

<b>Secondary Required Activities</b>	\$3,700.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,700.00
<b>Total</b>	\$20,700.00

**Goal 2 Objectives 3**

<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R11 , P1
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Strategies

**Goal 2, Objectives 4**

Program advisory committees will include business, labor, work force, secondary and 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.

<b>Post-Secondary Required Activities</b>	\$900.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$900.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$900.00

**Goal 2 Objectives 4**

<b>Required/Permissive Uses of Funds*</b>	R9 , R11 , P6
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Strategies

**Goal 2, Objectives 5**

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.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$17,300.00
<b>Post-Secondary Total</b>	\$17,300.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$17,300.00

**Goal 2 Objectives 5**

<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R6 , R10 , R11
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Strategies

Goal 2, Objectives 1	
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 Online College in the High School.	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

### Goal 3 Narrative

#### Narrative for Goal 3: Improve Service to Special Populations

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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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1. At NCVCC counselor workshops, MDE and MNState have presented information on non-traditional students. Post-secondary faculty communicates with secondary counselors about successes of non-traditional students in their programs. There is a movement at the post-secondary level to create program-specific marketing materials that feature non-traditional students. Bemidji High School is offering automotive and carpentry courses specifically for women and this initiative has met with great success. Also, Kelliher School has enrolled a high percentage of nontraditional students in their fabrication lab courses and sees that number increasing in the future. With NCVCC as a repository of information, a collection of non-traditional occupation information has been started and all of this information is shared with partner schools; it comes from government publications and industry associations.

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 CTE program education for special needs students to be included in individual education plans

3. Northwest Technical College attempts to overcome access barriers for special populations via strategies outlined in the Diversity & Inclusion Plan. Minority populations are actively recruited and provided with registration assistance. Starfish, a new early alert system has been put in place to improve communication between instructor, student, and student success staff. The addition of a Student Success Advisor to the NTC staff has emphasized the importance of this early alert system by connecting early with faculty to outline how they can use Starfish to identify students who may need additional assistance while being assured that someone will follow-up with the student to provide support, resources, and encouragement. 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. NTC also added a tutor for on-line students taking on-line A & P, Microbiology, and Chemistry to provide promote strong course success rates. Staff in the American Indian Resource Center

and Center for Diversity, Equity, and Inclusion have been added to NTC which has resulted in increased programming for students, faculty, and staff on topics related to diversity, campus climate, and student success. The NTC Strategic Plan includes key activities to narrow the gap between success rates of student of color and white students, by increased support, programming, and training for the NTC college community.

4. The student learning outcomes are the same for each student, in the instance where a student is seeking accommodations for a disability, the accommodations may impact the course delivery, but do not impact the student learning outcomes. Examples of accommodations include private testing areas, extending testing time, note takers, and/or scribes. The Disability Office works closely with the student and their faculty to ensure that course objectives are still met and reasonable accommodations are secured for the student.

5. The Consortium is committed to ensuring that students have knowledge and access to non-traditional programs and those 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 students, which certainly includes students 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 are then used to make necessary modifications. 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 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.

6. 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. NTC has created program sheets for each program that outlines prior year placement rates, median wages, and expected job demand in order to best inform students of the job outlook. Several programs underwent curricular revisions based on assessment data and/or input from advisory boards. Examples include adjusting a course rotation so put students in a better position to make progress towards degree by moving the instruction of specific content to earlier in the course sequencing, adjusting pre-requisites to courses so students are best prepared with the prior knowledge needed to be successful in the class, and key activities in the upcoming strategic plan include work in the area of work skills so students are ready to be contributing employees upon graduation in areas of communication, conflict resolution, time reporting, and problem solving.

7. This year the Academic Affairs Standards Council reviewed the policy for curriculum management, making adjustments to the process to ensure it is supported by the changes to the organizational structure of the college. Additionally, feedback was gathered and provided to Academic Affairs on updates to the curricular forms to ensure that system office expectations for common course outlines were met, course caps were set, and assessment methods were identified for courses moving through the curricular process. The VPAA provided documents on how to write student learning outcomes and shared best practice is determine the appropriate number of student learning outcomes per instructional credit.

### ***Goal 3 Budget: Improve Service to Special Populations***

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**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R9 , R10
Strategies	
Goal 3, Objectives 1	
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.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 3 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R4, R9 , R10 , P2, P6
Strategies	
Goal 3, Objectives 2	
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	
Approximately 1,100 (duplicated headcount) post-secondary CTE students will receive professional and peer tutoring services.	
Post-secondary students CTE students will have access to services and guidance related to learning resources.	
<b>Post-Secondary Required Activities</b>	\$21,400.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$16,100.00
<b>Post-Secondary Total</b>	\$37,500.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$37,500.00

**Goal 3 Objectives 3**

<b>Required/Permissive Uses of Funds*</b>	R2 , R9 , R10 , P2, P6
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Strategies

**Goal 3, Objectives 3**

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

<b>Post-Secondary Required Activities</b>	\$0.00
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<b>Post-Secondary Permissible Activities</b>	\$0.00
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<b>Post-Secondary Admin Cost</b>	\$0.00
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<b>Post-Secondary Reserve</b>	\$0.00
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<b>Post-Secondary Total</b>	\$0.00
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<b>Secondary Required Activities</b>	\$500.00
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<b>Secondary Permissible Activities</b>	\$0.00
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<b>Secondary Admin Cost</b>	\$0.00
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<b>Secondary Reserve</b>	\$0.00
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<b>Secondary Total</b>	\$500.00
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<b>Total</b>	\$500.00
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**Goal 3 Objectives 4**

<b>Required/Permissive Uses of Funds*</b>	R9 , R10 , R11 , P1
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Strategies

**Goal 3, Objectives 4**

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 all interested students.

<b>Post-Secondary Required Activities</b>	\$26,000.00
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<b>Post-Secondary Permissible Activities</b>	\$0.00
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<b>Post-Secondary Admin Cost</b>	\$0.00
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<b>Post-Secondary Reserve</b>	\$0.00
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<b>Post-Secondary Total</b>	\$26,000.00
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<b>Secondary Required Activities</b>	\$0.00
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<b>Secondary Permissible Activities</b>	\$0.00
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<b>Secondary Admin Cost</b>	\$0.00
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<b>Secondary Reserve</b>	\$0.00
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<b>Secondary Total</b>	\$0.00
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<b>Total</b>	\$26,000.00
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**Goal 3 Objectives 5**

<b>Required/Permissive Uses of Funds*</b>	R4, R9 , R10
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Strategies

**Goal 3, Objectives 5**

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.

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 Total	\$0.00
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$500.00
Total	\$500.00

**Goal 3 Objectives 6**

Required/Permissible Uses of Funds*	R1 , R2 , R9 , R10 , P2, P5
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Strategies

Goal 3, Objectives 6

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

Outcomes

1. Provide needed 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.

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 Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary 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

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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]/li>
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)]

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-campus 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. At the secondary level, the success of Online College in the High School has impacted the preparation and success of students. Increasing numbers have been observed as students and their parents learn more about the flexible course offerings and as more information is provided for counselors and students.

2. All North Country Cooperative secondary Consortium members use MCIS as a primary source of career information and portfolio preparation. Other resources such as Ramp-Up to Readiness also are used 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 earned 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. Articulation agreements are being developed with CTE secondary programs for career orientation and advanced standing as a student makes career training choices. An example of that is the recently-completed articulation agreement with the Walker-Hackensack-Bena in medical careers. Further development of articulation agreements is underway with Indus in the child care program at NTC and proposals are being developed with automotive programs and prospective automotive programs.

3. To provide a smoother student transition from high school to college, the Consortium uses ACCUPLACER to assess college readiness. Consortium students may complete the ACCUPLACER while 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 provide guidance for high schools in scheduling students into proper courses to prepare them to be college ready upon graduation from high school. Adult learners are provided with pre-ACCUPLACER counseling and guidance. Those who do not meet college readiness standards (as determined by the ACCUPLACER) are able to enroll in entry level courses that will better prepare them to for success as a college student.

4. The BSU Career Services office is available to provide assistance to all NTC students, including adult students, searching for career opportunities. These services include: Job and internship Fairs, resume and application writing, Strengths Finder assessments, and job search skills.

5. To assist students in their transition to post-secondary education, North Country Cooperative provides Minnesota Career Information System membership to all schools in the consortium. Through MCIS, students have access to educational pathway information, career statistics, portfolio development and links to services. In addition, NCVCC makes available to all schools the *Guide to Your 37 State Colleges and Universities* plus a poster showing the locations of all state schools. 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. NCVCC participates in state-wide initiatives that affect all consortiums and brings this information to student advisors.

6. NTC offers services to military veterans as evidenced by the college earning the "Military-friendly" designation. One day a week the Northwest Regional Veterans Coordinator is on campus for scheduled appointments to answer questions in career planning for veterans and to provide information on additional services. Over the past few years scores of dislocated workers have been referred to NTC for educational services. Financial Aid and Records works with veterans to help with financial planning and to assist in navigating required documentation. The workforce center supplements campus services through offering job-seeking workshops on campus and works closely with the Rural MN CEP for assistance.

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



## Goal 4 Objectives

<b>Goal 4 Objectives 1</b>	
Required/Permissive Uses of Funds*	R1 , R6 , R10
Strategies	
Goal 4, Objectives 1	
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.	
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 Total	\$0.00
Secondary Required Activities	\$1,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary 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]

1. Self-assessment of the North Country Consortium is performed with the 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. The financial system of NCVCC is stringently audited once per year; feedback by accountants is responded to and improvements are immediately made to any and every aspect of the operation that will lead to an improvement in services to consortium members. Fiscal oversight with opportunities to ask questions of any and all financial activity is also a function of the leadership team and board of directors at NCVCC.

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. 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 a joint venture between all consortium partners, including the funding for the event. The vision for collaboration includes expanding professional development opportunities for CTE teachers, and developing articulation agreements that align curriculum for a clear career pathway in CTE programs. An example of this is the automotive workshop that updates teachers, provides current curriculum materials, explains the articulation agreement process, and fosters a network of sharing new ideas for collaboration in Cooperative schools.

4. During the development of the Annual Plan, the secondary and post-secondary coordinators work together in developing their respective budgets. There are times when budget items between the post-secondary and the secondary are shared. The post-secondary budget may fund substitutes or mileage when teachers attend meetings with the post-secondary. The post-secondary will also pay for costs associated with high school student visits to the college for a coordinated consortium event. The secondary budget pays for buses and substitutes, while the post-secondary budget covers other event expenses. The post-secondary budget covers the cost of ACCUPLCER for students in consortium high schools. The budget for allocations to schools for 2018-2019 will follow a process for 1) creating an individualized focus for each school; 2) determining greatest need; 3) equitably assigning funds to schools and; 4) evaluating the process throughout the school year to determine best practices. This will be the first time through for this change in allocating funds to schools and will be developed as a model for future years' funding.

5. The premier example and model for cooperative schools is the Bemidji High School Career Academies. With the support of Perkins funds for CTE programs and the Bemidji School District, six academies are currently offering students an Academy Award in the following areas: health careers, construction trades, Project Lead The Way (engineering), business management, light/sound/video/ and mechatronics. To receive the Academy Award, students are required to successfully complete a series of courses in their chosen area(s) and choose at least one of the following: job-shadowing, internship, or work-based learning. Local businesses and organizations wanting to share information with students regarding specific occupations have the opportunity through Bemidji Career Academies. Classroom teachers are collaborating with community experts. Community partners are participating in classroom activities, students are touring various community businesses, and local business partners have been very supportive by offering their time, resources, and suggestions. Bemidji High School will introduce six new Career Academies beginning Fall, 2018, in automotive technology, environmental conservation, graphic design, Ojibwe culture, aerospace technology and a paraprofessional educator Career Academy.

#### 6. North Country Vocational Cooperative Center Vision:

To provide opportunities for learning that support the awareness of and skills necessary for CTE career choices so that students are prepared to make career decisions that will sustain them in a meaningful way.

The Consortium promotes this vision through the following activities:

- 1) Continuing an on-going series of career orientation sessions at NTC
- 2) Conducting a twice-yearly high school counselors meeting for updates on current CTE projects, networking, and program information
- 3) Providing ACCUPLACER to high school students to assist in their class selection
- 4) Supporting career counseling at NTC
- 5) Developing Programs of Study (POS) in seven career fields
- 6) Supporting the current and expanding Career Academies at Bemidji High School
- 7) Partnering with local Industry for the benefit of advisory board membership, updates in technology, and local sponsorship of CTE activities
- 8) Supporting the link between high school and college educational programs for students within CTE fields of study
- 9) Partnering with local agencies to provide services to students including special education and disability services
- 10) Introducing industry-level curriculum and supporting professional development for teachers
- 11) Designing articulation agreements between high school and post-secondary education
- 12) Promoting technology upgrades in CTE programs
- 13) Promoting collaboration within the consortium

***Goal 5 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions***

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**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 , R2 , R10 , R11
Strategies	
Goal 5, Objective 1	
Conduct continuous program improvement activities in career and technical education programs to reflect varied needs of students.	
Outcomes	
<ol style="list-style-type: none"> <li>1. Staff collects and analyzes data on Perkins Core Indicators to assist in decision making on program improvements and methods.</li> <li>2. Conduct meetings with consortium schools to discuss the degree of improvement in CTE programs and provide professional help to improve programs.</li> <li>3. use TASKSTREAM for curriculum assessment and measuring student success.</li> </ol>	
Measures	
<ol style="list-style-type: none"> <li>1. Thirteen districts will complete the Carl Perkins data report and use data collection results to make program improvement decisions.</li> <li>2. Consrotium staff will communicate with 13 member schools to provide guidance, direction and assistance with Perkins IV activities and data collection.</li> <li>3. TASKSTREAM will be fully operational for all post-secondary health programs.</li> </ol>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$4,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,000.00
<b>Total</b>	\$4,000.00

<b>Goal 5 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 , R10 , R11
Strategies	
Goal 5, Objectives 2	
Operate and sustain the North Country Consortium.	
Outcomes	
<ol style="list-style-type: none"> <li>1. Consotrium leadership provides guidance and direction on development and implementation of Perkins IV activities among consortium members and stakeholders.</li> <li>2. Assess consortium operating structure.</li> <li>3. Collaboratively develop and deliver POS and dual enrollment.</li> <li>4. Maintain and improve best practices developed under Perkins IV.</li> </ol>	
Measures	
<ol style="list-style-type: none"> <li>1a. One-hundred percent of plan strategies accomplished.</li> <li>1b. Two consortium meetings held.</li> </ol>	

- 2. Secondary 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 consrotium high schools will conduct career planning accivities.

Post-Secondary Required Activities	\$20,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$4,806.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,806.00
Total	\$24,806.00

**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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$22,047.00	\$0.00	\$500.00	\$6,100.00	\$28,647.00	\$111,274.13	\$0.00	\$8,523.61	\$31,368.30	\$151,166.04	\$179,813.04

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$14,082.00	\$0.00	\$0.00	\$21,118.00	\$35,200.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$40,200.00

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$47,400.00	\$0.00	\$0.00	\$16,100.00	\$63,500.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$67,500.00

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	\$8,806.00	\$0.00	\$0.00	\$0.00	\$8,806.00	\$28,806.00

**Goal Totals**

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$103,529.00	\$0.00	\$500.00	\$43,318.00	\$147,347.00	\$130,580.13	\$0.00	\$8,523.61	\$31,368.30	\$170,472.04	\$317,819.04

### ***Secondary Supplemental Budget Sheet***

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<b>Description</b>	<b>File Name</b>	<b>File Size</b>
Loaded by Michelle K.	North Country-Northwest FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	North Country-Northwest FY18-19 Allocation.xlsx	53 KB
Modified 475 Budget 303: \$25,000, Bemidji School District 303: \$1,568.42, Administrative 5% 304: \$4,799.88, Bemidji School District	NorthCountry-NorthwestFY18-19Allocation (15).xlsx	53 KB
Secondary Budget	NorthCountry-NorthwestFY18-19Allocation.xlsx	53 KB
Secondary Budget	NorthCountry-NorthwestFY18-19Allocation.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	\$0.00
Totals	\$0.00

## 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:\* 100.0%

Coordinator Budget:\* \$40,000.00

### Post-Secondary

Total percentage of time for Coordinators of Perkins:\* 10.0%

Coordinator Budget:\* \$25,000.00

## Perkins Dollars

## Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Wendy Potratz	Perkins Coordinator		\$25,000.00	wg_MajorPerkinsDuties.docx
Sarah Plahn	Admissions Advisor		\$22,100.00	Plahn Admissions 2014.docx
Charles Abbott	Admissions Advisor		\$21,200.00	NTC - Admissions Rep 2014PDTemplate (003).docx
Kari Kantack-Miller	Student Success Advisor		\$11,000.00	Student Success Advisor NTC Retention 2017 (003).docx
Amity Steffen	Learning Resource Director		\$17,000.00	01116993- Steffen.docx
Laura Stubbe	Tutor		\$10,800.00	stubbe.pdf
Dan Winkles	Tutor		\$9,000.00	winkels.pdf
To be determined	Summer tutoring		\$700.00	
			\$116,800.00	

## Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
1P1 ? Technical	The nursing program will continue previous strategies of reduced	Staff time to continue the implementation	At this point the change will be	VP, nursing director, nursing faculty, and	Documentation will be an increase in board	No sub-groups were noted this was an across	No gap noticed.	

Skill attainment	<p>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.</p> <p>Other measures taken to improve student success include: Increasing GPA requirement for program admission and the addition of A&amp;PI prior to admission to the program; increasing grading standards and consistency, improvements in the Biology lab to allow more face-to-face instruction.</p>	of changes as well as staff time for data input for TASKSTREAM. Updates to on campus biology lab.	continuous as updates and monitoring provide new information. A new director of Nursing & Health Sciences was hired in Spring of 2018. Updates to the biology lab will be complete by fall of 2018.	nursing advisory committee.	pass rate for both PN and RN programs	the board problem.		
1S1 ? Academic Attainment in Reading/ Language Arts	<p>The Consortium Director will include information in the 2018-19 handbook being developed for NCVCC high school teachers that includes practical recommendations published by the Missouri NEA for increasing reading comprehension and abilities. The recommendations fit the context of technical coursework and can be easily incorporated into present curriculum. A review of curriculum will be included in Fall visits with NCVCC teachers to discuss implementation of recommended strategies.</p>		September, 2018 - May, 2019	NCVCC Director	Each teacher will receive a handbook of Perkins information that will include strategies on improving reading/comprehension in CTE programs.			
1S2 ? Academic Attainment in Math	<p>CTE teachers do not generally have a background in methods of teaching mathematics. While they are aware of mathematics necessary for their particular discipline, teaching math skills was probably not part of their teacher preparation. NCVCC will include strategies for teaching mathematics, in the general sense, in the handbook being prepared for NCVCC teachers for the school year 2018-2019, and in the specific areas as needed. A list of websites for easy reference will be added to the information included in</p>		School year 2018-2019.	NCVCC Director	Curriculum aids for teaching mathematics will be included in teacher handbooks.			

	the handbook and will also be discussed at Fall, 2018, meetings with teachers.							
5P2 ? Nontraditional completion	Campus wide efforts have been employed to keep all students on track for program completion. Early alerts, improved advising, and tutoring are all a part of this effort.	Continued financial support to new positions.	The student success advisor was hired in fall of 2018. Subject specific tutoring was implemented in spring of 2018. The early alert system was put in place fall of 2017. Faculty training has been implemented throughout the year.	Faculty, Advisors, Student Success Advisor, Administration	The number of early alerts can be tracked. Follow-up actions are documented.	None noted	None noted.	
6S2 ? Nontraditional completion	Changes in course offerings may make a significant difference in Nontraditional Completion data in future reports. For example, Bemidji High School is beginning to offer additional sections of courses specifically targeting nontraditional groups. The demand for focused curriculum and teaching methods has been met with an increase in enrollment by nontraditional/under-represented groups. Other consortium schools have also seen a recent increase in enrollment by nontraditional students and a subsequent success rate reported as well. The challenge will be in accurate data reporting what teachers are stating at workshops. Data will be collected on nontraditional/under-represented enrollment in CTE courses in an attempt to track and determine effective strategies. We know there's an increase in enrollment, but the goal will be to determine how much of an increase and the reasons for the elevated level of interest previously not seen.		School year 2018-2019.	NCVCC Director	Data will be collected from each NCVCC member school.			

***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: *	71.91%
General strategies planned to improve performance:	
<p>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.</p> <p>FY16 pass rate for the PN program was 100%, however the RN pass rate was significantly below target.</p> <p>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.</p>	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	64.92%
Actual Performance: *	51.35%
General strategies planned to improve performance:	
<p>We will continue to implement processes to close the gap that will include discussions with educational leaders, counselors, and CTE teachers.</p>	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	48.96%
Actual Performance: *	40.41%
General strategies planned to improve performance:	
<p>We will continue to impement processes to close the gap to include discussions with educational leaders, counselors, and CTE teachers.</p>	
Comments or context for actual performance (optional):	
Improvement Report 4	
Indicator Not Met:*	2P1 ? Credential, certificate, or degree
Negotiated Performance: *	68.00%
Actual Performance: *	63.46%
General strategies planned to improve performance:	
<p>NTC has hired 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.</p> <p>Due to an improving local economy, some NTC students are leaving programs for employment prior to program completion.</p>	
Comments or context for actual performance (optional):	
Improvement Report 5	
Indicator Not Met:*	3P1 ? Student retention or transfer
Negotiated Performance: *	15.27%
Actual Performance: *	14.29%



General strategies planned to improve performance:

NTC employed a new early alert system, STARFISH, which will make it easier for faculty to find help for struggling students earlier. Additionally the college has hired an Advisor for Student Success who works closely with the Executive Director for Enrollment Management to reach out to students who are at risk or have failed to register.

Comments or context for actual performance (optional):

#### Improvement Report 6

<b>Indicator Not Met:*</b>	4P1 ? Student placement
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<b>Negotiated Performance: *</b>	90.80%
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<b>Actual Performance: *</b>	85.58%
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General strategies planned to improve performance:

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 7

<b>Indicator Not Met:*</b>	5P2 ? Nontraditional completion
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<b>Negotiated Performance: *</b>	12.56%
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<b>Actual Performance: *</b>	10.12%
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General strategies planned to improve performance:

A new early alert system (Starfish) has been implemented as well as a new position (Student Success Advisor) with the goal of retention in mind.

Comments or context for actual performance (optional):

#### Improvement Report 8

<b>Indicator Not Met:*</b>	6S2 ? Nontraditional completion
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<b>Negotiated Performance: *</b>	15.00%
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<b>Actual Performance: *</b>	10.05%
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General strategies planned to improve performance:

We will continue to support educational leadership and CTE teachers in expanding their program promotion and teaching methods to address the needs of nontraditional students.

Comments or context for actual performance (optional):

### Statement of Assurances & Certifications

Description	File Name	File Size
Signed Statements of Assurance from 14 consortium schools.	FY19 Assurance Statements.pdf	403 KB
Signed Statements of Assurance from 13 consortia schools.	FY19 Assurance Statements.pdf	403 KB

**Attachments**

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<b>Description</b>	<b>File Name</b>	<b>File Size</b>
FY19 Plan - TSA Reporting North Country Consortia	FY19POS TSA planning NorthCountry_5-8-19.doc	54 KB
FY19 Plan - TSA Reporting North Country Consortia	FY19POS TSA planning NorthCountry_5-8-19.doc	54 KB
North Country Vocational Cooperative Job Description: Director	Job description Director.docx	12 KB
North Country Vocational Cooperative Job Description: Director	Job description Director.docx	12 KB

