



North Country

Prepared by North Country Consortium
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Elaine Hoffman

Submitted on 07/06/2022 11:29 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Awarding Agency Name

Minnesota State

Agency Contact Name

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Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium’s formal application for receiving Perkins funding.

Additional Information

Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name

North Country

Award Requested

\$406,821.80

Total Award Budget

\$406,821.80

Primary Contact Information

Name

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Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

List the college(s) and all of the secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

A consortium approach was used to create surveys and gather labor market data. Surveys were dispersed at the postsecondary level via qualtrics. At the secondary level surveys were handed out by hand. Data was collected and results were discussed, which guided the local application.

The regional approach to the Comprehensive Local Needs Assessment created multiple opportunities to evaluate our long-standing practices and learn from other consortia. Issues common to northern Minnesota Perkins CTE consortiums are varied and abundant. Examples:

- Concerns identified in one consortium are likely shared by all. For example, the present, critical shortage of CTE teachers as well as supporting paraprofessionals and staff.
 - Challenges for rural schools being a distance from post-secondary schools and work-based opportunities.
 - A lower density of business and industry in rural areas leading to limited access to advisory feedback.
 - Assurance that CTE will be adaptable and in a constant state of change to move forward.

Priorities for Perkins Funding:

1. Equipment & Technology
2. Professional Development
3. CTE Marketing

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your completed CLNA Framework

Perkins-V-CLNA-Reporting-Framework-Accessible-Version-March-2022.docx

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium’s CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. [Go to Perkins Operational Handbook, page 18.](#)

Enter your responses to Narrative #2 in the space provided below:

The following programs offered, which are identified in the programs listed in the S-R POS spreadsheet, are identified as occupations in demand according to DEED data: Nursing, Dental Assisting, Auto Service Tech and Mechanics, Medical Coding (Health IT), Childcare workers. Plumbing/HVAC is identified as a high wage occupation. **DEED labor market data continue to show the greatest potential for programs of study in northern Minnesota occur in career fields of business, management and administration, engineering, manufacturing and technology, and health sciences.**

3 priorities are identified at both the secondary and postsecondary level. Those priorities are maintaining up to date equipment and technology, professional development for instructors, and marketing of Career and Technical Education. Specific actions and funding align with those those priorities as it relates to programs of study.

The largest growth industry is Healthcare and social assistance: A collaborative effort is being made at the secondary and postsecondary level to create gerontology and aging care as a POS.

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

Copy of S-R-POS-Funding-POS-Template-Final-North Country .xlsx, North Country S-R-POS-Funding-POS-Template_Final_FY23.xlsx, UpdatedNorth Country S-R-POS-Funding-POS.xlsx

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

Secondary: As we are emerging post-covid, districts have begun once again to participate in industry tours, career fairs, post-secondary school visits, guest speakers, active advisory boards, and job skills partnerships with industry. These activities are promoted, supported, and encouraged in all program areas.

Examples of career exploration include: (Bemidji Academy model) Job shadowing for grades 10-12 whereby students are excused from school for a half- or full-day job-shadow experience with a mentor in a career field of interest.

Work-based learning: while it's getting back up to speed, WBL is available to students in grade 12 who may work one or more terms with a community-based employer/mentor to learn occupation skills during the school day. Students in many of the schools also participate in on-campus projects that extend to community involvement.

Work Seminar: (Bemidji Academy) An on-campus course used in conjunction with internship and work-based learning experiences. This course gives students the opportunity to explore various careers and build essential foundational skills in the areas of problem-solving, decision-making, and critical thinking. Aptitude and personality analysis are explored along with work safety, resume building, interview preparation, and budgeting. Soft skills taught through the course include: responsibility at the workplace, taking initiative, reliability, workplace ethics, and communication skills.

Park Rapids has developed "Panther Tracks," an academy model that aligns with the CTE career wheel. Recently the Agriculture program has expanded from 0 teachers to 3 and partnerships with local industry are strong. The health science program has aligned with NTC to offer CNA and gerontology training and program approval for 2022-23 is being developed.

CLNA data show a strong interest by students to expand CTE course offerings in all program areas. The academy models and modified academies being adopted in North Country schools provides direct access to industry career updates from large, active advisory boards. Several schools also participate in the BestPrep mentorship program for professional links and training. Manufacturing and health sciences areas are shown to be both in-demand and high-wage for NW Minnesota; nearly all schools include one/both of these program areas.

Park Rapids and Bemidji Academies are a role model for an organized system of career guidance and academic counseling to students before enrolling and while participating in CTE programs. All programs have opportunities for visiting 2-year and other post-secondary schools. NTC has been active in sponsoring activities for programs in North Country, particularly in HVAC, health careers, and electrical.

Smaller districts have limited physical access to workforce agencies outside of their immediate location. Participation is generally online and connections are made within business programs and through counselors. Bemidji District 31 is often a hub for participation by other districts, particularly in training on advanced technical equipment for professional development.

Postsecondary: NTC hosted its first technical career fair in the spring 2022 and plans to host another fair in 2023. There is also participation at career fairs with area high schools, admissions representatives as well as faculty members attend. NTC continues to host both open houses and program exploration events. The American Indian student mentor/tutor and an advisor from the American Indian Resource Center continue to work with American Indian students enrolled at NTC. For the last 2 years, NTC has participated in the Rural MN CEP job fair.

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- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

Secondary: Encouraging and providing relevant professional development opportunities for instructors will be achieved by: (1) continuing the Leadership Teacher Team to provide feedback and ideas for grant activities mentioned in the organizational structure; (2) through collaborative professional development to learn advanced skills; (3) workshops in exploring and incorporating innovative teaching methods for increasing literacy and math while at the same time learning about management of projects in industry; (4) providing networking opportunities to share ideas; (5) providing funding for new equipment that can be linked through the consortium schools and beyond to other cooperatives who are also adding improvements (such as Pine to Prairie who is part of the Century Program); (6) supporting career exploration and skill development in the middle grades, particularly highlighting robotics, PLTW, and pilot programs in all program areas; and (7) aligning additional grant resources with program planning.

Consulting services by qualified/certified contractors, as relevant and needed, will be used for focusing on advanced skill in innovative teaching methods for increasing literacy and math and safety training. Funding for equipment may include, but is not limited to, upgrades in existing equipment such as industry standard digital read-outs for machining/manufacturing machines; laser technology for both construction (levels and building site prep) and manufacturing (3d printing and engravers that share common CNC Century Program software - also used in some business programs); supportive technology for literacy and math in CTE workshops; new and innovative technologies in child care for FCS and health care program development, especially in Park Rapids as the collaboration with NTC evolves and strengthens. Plans for new technologies and upgrades must have a professional development component so that equipment may be up and running as quickly as possible. New equipment purchases are being linked to a network that supports North Country programs and also links to an expanded area for collaborative professional development opportunities. Example: workshops in laser technologies at district schools that brings together teachers who have or are interested in adding the technology to their programs and would like to have a demonstration/experience that involves the peer network. As teachers get a better vision of post-covid curriculum, equipment planning and purchases will be prioritized depending on the level of time, space, and current technology at each school.

North Country has benefitted enormously by the Century Program project of linking a network of 38 rural schools with industry-grade CNC equipment. It provided the common platform for adding advanced technology through shared project ideas and professional development across an entire region. With common software applications, new technologies may now easily be taught such as the plasma cam, 3d printing, and laser engraving to enhance learning experiences. New technologies will continue to be discovered that link to these technologies and North Country will strive to provide the resources to teachers for professional development and safety training.

Postsecondary: NTC will continue to support and encourage student participation in tutor/mentor opportunities, which

will improve academic and technical skills. A tech math course has been created to support students enrolled in the trades programs. Lab equipment is essential to support this effort.

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- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

Secondary: The highest percentage of special populations in North Country is American Indian. There were interesting insights uncovered by the CLNA survey responses by American Indian students. The most outstanding is that nearly 75% did not have a career goal in programs other than construction. On the list of choices, the majority passed by all of the listed items and wrote in "none." The surveys were conducted while the students were enrolled in CTE programs such as FCS and health science. In contrast to those findings, American Indian students in construction courses were very strongly in favor of either going directly into a construction career after high school or attending a post-secondary construction program. American Indian (AI) students were offered the identical course material as non-AI. In fact, there are Indian Education counselors specifically tasked with helping AI students with information and advising for career success. Non-AI students have fewer resources/opportunities for the same attention to career counseling, yet the majority of those indicated decision-making for careers and/or post-secondary training had been made. An opinion survey done a year ago indicated school counselors and AI education counselors believed it was not for lack of information or secondary training that students had less participation in career decisions, but it was more of a family culture situation.

While American Indians remain the largest minority group in NW Minnesota, they also continue to have the highest unemployment rate at consistently 15 percentage points higher in the NW region. Every measure possible has been taken to provide extra attention, assistance, and care in offering career training.

Action by North Country: To research innovative ways for delivering career information to minority students and to look for ways to promote professional development activities that have been proven to make a positive difference for staff. The efforts of CTE teachers in Cass Lake/Bena have been phenomenal in motivating students to participate in CTE courses. Robotics and entrepreneurship have been primary activities and students have embraced learning which has led to mentorship by former students, partnerships with local industries, and after-school participation in learning activities. The goal is to show-case the Cass Lake/Bena success in other predominantly AI enrollment schools such as Red Lake, the Bug School, and Voyageurs Expeditionary School which is planning to join North Country in school year 2022-23.

Postsecondary: Similar to the secondary data, American Indian or Alaskan Native students are identified as the largest race/ethnicity group at NTC. Individuals with economically disadvantaged families were also identified in the CLNA as a subpopulation that could benefit from additional supports/services. NTC in partnership with the American Indian Resource Center is creating a new position: American Indian Student Recruitment & Success Advisor.

Funding for this is included in the reserve funds. This person will work with various departments to not only support American Indian students but to assist with recruitment into programs at NTC.

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- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows, are not captured in the performance indicator data.

Enter your response here:

Secondary: Fulfilling the work-based learning component requires creative strategies for rural schools. Proximity to opportunities for on-site experience can be challenging. Another major factor has been the turn-over in faculty who are leading WBL in CTE programs. As the teacher shortage creates shifts to faculty loads, rural schools choose to de-emphasize the time needed for helping students work within the community and assign courses on campus that are sometimes over-enrolled. For example; if there are 20 students requesting welding and only 10 for WBL, welding will most likely be the main choice of admin. Covid saw ALL options for WBL shut down for a long period and nearly every school is in the rebuilding stages. It won't be like it was in the past; this is new territory.

The strongest link during covid has been with the Century Program (Rural CTE Consotrium Grant) when 38 NW MN schools began networking to provide industry-level training/skill development in computer numerically controlled equipment. During the school shut-down, teachers were able to take the time to learn a new, valuable skill and to share their learning experiences with peers. At the same time, safety training was offered to all NCVCC teachers. It's from this point that the movement towards re-establishing WBL can be launched for trades and industry programs.

Actions for North Country: To re-introduce/strengthen work-based learning in every program and look to technology for opportunities to link programs with industry so that students will have the added value of knowing how the skills they're learning at the secondary level add to (1)their employability; (2)job satisfaction; (3)ability to make choices on post-secondary training. North Country currently has several teachers working, with Troy Haugen's advising, to obtain the WBL license.

Activities: Park Rapids, Bemidji, Blackduck, and Nevis construction programs build houses every year and they will continue to do so. This puts students in direct contact with industry professionals in areas of electrical, plumbing, site work, equipment sales and more. Other programs (Laporte) builds projects on a smaller scale that include community mentors. Cass Lake builds outdoor structures for community and public spaces. The business program at Cass Lake/Bena collaborates with the manufacturing program to create a business within the school and raises funds from this business to add equipment and materials to their programs. These are ideas that work to give students real-works experience, especially when the proximity to industry is limited. Trades Day will be scheduled for March, 2023: it brings industries providing equipment to CTE, students and teachers for a day of tours, demonstrations, and networking.

North Country will invest in WBL by being open to all ideas from students and teachers to connect with industry.

\$1,000 is available for stipends for teachers to develop WBL in their curriculum.

Postsecondary: Programs at NTC utilize simulation space on campus for experiential learning opportunities. Supporting the input from advisory boards to keep labs for programs up to industry standards, Perkins funds will be used for this purpose.

NTC organized its first career fair and is planning to organize a career fair during 2022/2023 school year.

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Narrative 7: Early College

Early College Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- **Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).**
- **Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).**
- **CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).**
- **Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).**

Enter your response here:

Secondary: Postsecondary and articulated credit is being further developed in the areas of health science with Cass Lake/Bena, Park Rapids, Bemidji, and Walker/Akeley/Hackensack schools. The curriculum is expanding in the Park Rapids school to include the emerging gerontology program from Northwest Technical College.

Students in the Bemidji High School Academies are eligible for concurrent enrollment in which they receive credit at the high school level in plumbing/electrical while enrolled in construction careers courses and also automotive. The Bemidji Academy for health sciences also certifies CNA's in a collaborative program with NTC.

Credentials in Safety are provided by NCVCC for teachers in the courses offered for post-secondary credit and the plan is to expand safety to students as well.

Online College in the High School is available for NCVCC schools and has added CTE courses. Credit equivalency can be used for graduation requirements in many of the courses.

PSEO at Bemidji State University, Northwest Technical College and other post-secondary schools online.

Two-phase Teacher Tech program being developed by NCVCC for high school students is intended to introduce prospective teacher/students to experiences in teaching/learning and to lead them to information on post-secondary pursuits.

Postsecondary: NTC continues to work with the consortium of colleges that offer Online College in the High School courses for area high schools. Work was started in FY2022 to update the articulation agreements that exist. In FY2023, there will be continued review and updating of articulation agreements after which will expand on agreements that are updated.

NTC will continue to partner with area high schools to offer CTE PSEO options. Continued work with Bemidji, Cass Lake-Bena, Northome, Indus and Lake of the Woods High Schools to offer Nursing Assistant and/or Plumbing/HVAC 1000 courses via PSEO.

Secondary/Postsecondary Collaboration: NTC's new Gerontology & Aging Care program is planning a high school event promoting their program, providing a short play about a family health issues and the way this impacts young people, certifying all participants as Dementia Friends and will host a job/career/exploration fair for various student groups, programs, employers that work with older people in a wide variety of capacities.

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- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

Secondary: The two primary areas of focus for North Country are: (1) retention of current teachers and (2) advanced training that includes skill development and updates in methods of teaching to correspond with actual industry/business-level requirements. Activities/actions in this area:

1. Teachers planning on retiring are encouraged to actively participate in recruiting new teachers.
2. A mentorship plan for all new teachers and others who request assistance. **For instance: new or transferring teachers may need instruction on the safe operation of new technologies that are currently in place. The network developed by the Century Program, which brings together 38 districts, provides a resource for asking questions and getting ideas for projects. The mentorship also includes safety and policy training offered by NCVCC.**
3. Assisting with licensure issues and completion of CTE licenses. Monitoring progress and offering support through the North Country network of districts.
4. Supporting professional development for: networking; advanced skill development; introduction to new technologies; updating methods of teaching to include project management, literacy and math concepts.
5. Introducing out-of-field teachers to training/technologies/program development.
6. Additional networking activities: resuming Annual North Country Teacher of Excellence Award, collaboration with Pine-to-Prairie Century Program participating schools, Teacher Team/Leadership Team providing feedback to the NCVCC Board of Directors, "Trades Day" annual event with vendors/school tours/industry tours/equipment demonstrations, attending local, state, and national conferences.
7. The actions in 1-6 address needs expressed through direct feedback and printed surveys of teachers in the CLNA.

Postsecondary: similar to secondary, an area of focus is advanced training that includes skill development and updates in methods of teaching to correspond with actual industry/business-level requirements. Activities/actions in this area:

1. Departmental trainings
2. Attending local, state and national conferences

As reported in the CLNA, 55% of NTC faculty/staff stated that the college did not offer faculty professional development opportunities and the time to attend to remain current in their fields.

Collaborating with offices of communications & marketing and diversity, equity & inclusion to ensure that when recruiting for faculty positions so that we are reaching a diverse pool of applicants.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

Secondary: Performance, particularly in literacy and math, will be addressed by introducing up-to-date methods currently identified as most useful in industry. These include: SCRUM, Agile Project Management, and Brain-Based Learning with exercises in data-driven effective methods for increasing literacy/communication. Full-day workshops have been designed and will be delivered in school year 22-23 on professional development days. Goals include:

1. Alignment of reading/math skills to industry-level standards. Proven strategies in CTE, T&I are used as examples. These are foundational skills for understanding project management and vocabulary of the trade(s).
2. Introduction of effective assessment tools for new methods.
3. Collecting feedback from a network of regional industries for expectations for performance.
4. Curriculum planning that reflects clear steps to raise performance scores.

Post-covid testing results will provide clearer indicators than present figures. The drastic swing in percentages from pre- to post-covid do not indicate reliable data.

Equipment will be used to support workshop presentations and demonstrations that are portable and at a level for maximum group size. This may include, but is not limited to, projectors, portable screens and individualized technologies.

Postsecondary: There is a performance gap with regards to non-traditional program enrollment. Specifically females in Architecture & Construction (0/57 students) and in Transportation, Distribution & Logistics (1/13 students). While there are smaller gaps in other non-traditional programs, female in enrollment in trades is the biggest gap according to the Performance Gap Report - Institution Gap Analysis. The gap is consistent among all race/ethnicity and it is greater with individuals with economically disadvantaged families.

NTC continues to work with consortium schools in providing program and career exploration experiences on campus for CTE programs. Specifically, working with teachers at Bemidji High School in the automotive and construction courses who offer women in trades classes.

As referenced in the improvement plan - qualitative data in the form of interviews to gather data information that will assist with recruitment of non-traditional students.

No Specific Funding will be leveraged to support these actions. Funding that is allocated to marketing in other narratives will be utilized.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

Secondary: Leadership: Elaine Hoffman, PhD, Director

Bookkeeping/Admin Assist: Lynette Rathe

Quarterly Auditing: Teri Lindseth

Leadership Team:

Elaine Hoffman

Lynette Rathe

Tim Lutz: Bemidji School District Superintendent

Kim Goodman: Laporte School District Superintendent

Dennis Dodge: NCVCC Board Chair

Brian Stefanich: Bemidji Career Academies Director

Sarah Behrens: Northwest Technical College Perkins Rep

Board of Directors:

Elaine Hoffman

Lynette Rathe

Dennis Dodge: Board Chair

Ann Long-Voelkner, Vice Chair, Clerk, Treasurer

Jacob Lien, Blackduck District Rep

Teri Vail, Cass Lake/Bena District Rep

Frank Duresky, Kelliher District Rep

Shelly Patton, So. Kooch District Rep

Lori Stein, Walker/Akeley/Hackensack District Rep

Barb Thomas, Red Lake District Rep

Sarah Behrens, Northwest Technical College Perkins Rep

Award of Excellence Teacher Team:

Jesse Frost, Cass Lake/Bena teacher

Matt Wendland, Cass Lake/Bena teacher

Eric Nord, Kelliher teacher

Jeff Olson, Bemidji teacher

Stanley Townsdin, Laporte teacher

Jeremy Berg, Blackduck teacher

Decision-making process: NCVCC Director presents ideas/issues/budgets to the Award of Excellence/Teacher Team for feedback and suggestions. The next step is for the Leadership Team to evaluate the suggestions. The board is presented with the final budgets and has the opportunity for discussion and voting at the bi-annual meetings or more as needed.

NCVCC by-laws will be undergoing a major update/revision to be presented at the September Board Meeting. Prior to this, the Board Chair will review and recommend changes to the director before moving forward. Included in the by-laws will be a restructuring of the leadership framework that will include representation from business, industry, and workforce training. Also, clarification in position descriptions for the Director and Bookkeeper positions. This work will be completed during July - September, 2022.

Feedback from the teacher team provides a direction for improving/expanding curriculum offerings, networking/sharing of equipment, and classroom concerns that can be discussed with members from all districts. This group also offers a source of access for data collection and has been especially useful with the CLNA.

NCVCC Director also does presentations on Perkins functions/updates at district board meetings as requested.

North Country Perkins coordinators meet monthly (sometimes more often) to discuss successes, challenges, new ideas that are happening in their respective schools.

Postsecondary: *Leadership: Sarah Behrens, EdD, Coordinator of School & Industry Partnerships*

Leadership Team:

Sarah Behrens

TBD - Vice President of Academic Affairs

TBD - Dean of Health and Human Services

Monty Johnson - Dean of Trades and Industry

Tyler Peterson - Student Success Center Director

Chuck Abbott - Director, Enrollment & Marketing

Decision making process: Perkins postsecondary coordinator presents information, budget suggestions, results of CLNA surveys to leadership team. The leadership team discusses information presented and supports efforts made by the Perkins coordinator.

Budget decisions: Funding requests are sent to faculty and staff and once collected are presented to the leadership team to discuss and decide which to prioritize and which can be absorbed by departmental budgets and/or general fund. Suggestions are made by postsecondary to keep Perkins budget fresh and innovative.

Perkins coordinator also presents to faculty and staff updates to Perkins Act and provides examples of how Perkins can support the work done at NTC.

Use of Funds: 40169.36 - 45% salary for Sarah Behrens with fringe

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional

support personnel, career guidance and academic counselors, or paraprofessionals.

- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

Secondary: The two areas targeted for development and support are achievement gaps in math/language arts and development of new programs of study.

Achievement gaps in math/language arts: Funds will be used to introduce effective methods that address project management strategies along with communication skills in literacy. Although trades and industry will be the primary targeted program areas, new methods also work well for all other other programs of study and will be included. For many of the teachers, their methods are not designed with a successful plan for improving communication skills in literacy and, at the same time, addressing gaps in the skill base that mirrors industry requirements. This project will align the curriculum to aspects of SCRUM, Agile management, and Brain-Based Learning with the intent of elevating skills for employment. The development of these methods has been on-going for over a year; it's finally ready for launch via day-long workshops and follow-up in fall, 2023.

Expected outcomes will be assessed through feedback from surveys and examples of students work that shows alignment with improved, effective communication. In addition, the methods demonstrated will show teachers that improvements to their teaching can be incorporated into curriculum without a complete re-write of training already in place.

Development of new Programs Of Study: Several schools within the NCVCC are ready to add new programs of study. For example, Northome has increased the number of T&I courses which they needed to do to qualify to apply for an approved program and have introduced a creative co-teaching strategy that will combine carpentry and welding into one class/room; Indus has also added courses to become eligible; Blackduck is updating curriculum and will clear up requirements for manufacturing and work-based learning; Voyageurs Expeditionary School, a new cooperative member for 2022-23, has a teacher who is developing curriculum within his licensure program that would be eligible for approval application. Teachers in these programs are currently working towards CTE licenses. A new pilot program is planned for Laporte School that will combine an introduction to CTE and preparedness for work through a series of certifications and training. The Teacher Tech program being developed will be an added element in new/existing programs of study.

Expected outcomes: The goal is to have at least three new programs completed in the 2022-23 school year. This will help to maintain CTE in North Country in the event shifts in some districts reduce CTE offerings due to retirements and lack of availability of new faculty.

Postsecondary: The areas targeted for development and support are achievement gaps in mathematics/language arts and support for transfer pathway for early childhood (development of new program of study). NTC in partnership with the American Indian Resource Center is creating a new position: American Indian Student Recruitment & Success Advisor. This person will work with various departments to support American Indian students, to assist with recruitment into programs, and work to support student success, specifically with courses where there are performance gaps.

Expected Outcomes: increased enrollment and engagement with American Indian students. An additional transfer pathway for students. Increased success in mathematics.

Achievement gaps in mathematics: The math instructor in collaboration with student success director and trades instructors has created a tech math course, lab equipment is needed to enhance the tech math course with hands on activities that support the work done in their programs.

Development of new Programs Of Study: professional development is needed to support the work in creating an AAS transfer pathway for early childhood. This work has started in partnership with BSU's professional education department.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$1,000.00
Postsecondary Subtotal	\$1,000.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Secondary Subtotal	\$1,000.00
TOTAL	\$2000.00

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Elaine Hoffman	Director	Secondary		100%	\$60,000.00
Lynette Rathe	Bookkeeper/Admin Assist	Secondary		As needed/hourly	\$16,800.00
Sarah Behrens	Coordinator of School & Industry Partnerships	Postsecondary		45%	\$40,169.36
TBD	American Indian Student Recruitment & Success Advisor	Postsecondary		NA	\$49,300.84

Attach all Position descriptions as .PDF documents prior to submitting this application

Position Description

Job desc. 4-22 pdf.pdf

Position Description

Job desc. admin ast. 4-22.pdf

Position Description

Coord School Ind- Behrens (1).docx

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statements of Assurances (Attached as one large PDF file):

Statement of Assur. 2022pdf.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Combined-Secondary-Postsecondary-Budget-North Country.xls, Combined-Secondary-Postsecondary-Budget-North Country (1) (1).xls, Copy of Combined-Secondary-Postsecondary-Budget-North Country 7-6.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Inventory .docx

Improvement Plan

Improvement-Plan-North-Country (002).docx

Additional Material

Membership list 2022.pdf

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

