



Status Report

02075-FY18 North Country Perkins Grant

Perkins IV Consortium

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

Goal 1 Narrative:

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

NCVCC - Secondary

POS: As with each area of this APR, there was a steep learning curve during the first year of the new consortium director's tenure to learn, evaluate, and determine changes that could be made for improvements in the delivery of Perkins-funded initiatives.

RPOS: It was determined that no current articulation agreements with secondary programs existed in the health careers RPOS. Research was done to compile relevant components for an articulation agreement for a single-course articulation with Northwest Technical College and Walker/Akeley/Hackensack High School to articulate a medical terminology course. The articulation was completed in time for the 2018 graduating class in WHA to receive the documentation.

An advantage of the articulation design is that it is transferrable with minor changes to other programs of study. One such agreement was tailored for the child care program at Northwest Technical College to articulate the child care program of study course at Indus School. There was a delay due to a change in personnel at NTC and the articulation is currently underway with Indus and a new NTC staff member.

Potential new programs of study were identified in the following NCVCC consortium schools: Red Lake (Construction), Kelliher (Art and Design), Blackduck (Art and Design), Walker (Construction/Manufacturing), Northome (Construction/Manufacturing), and specific courses to be added in Nevis and LaPorte. Additional momentum was added to the Bemidji High School programs of study by the proposed addition of 6 academies in career-based fields. Enrollment in academy courses has been overwhelmingly positive and has also added challenges. For example, the welding courses were overfilled by an estimated 6 sections for fall, 2018 (that's in addition to courses offered). Two of the sections were advanced welding and 4 were beginning welding; they were cut due to funding that would require an additional instructor to cover the demand.

Opportunities for early college credit. As a member of the Online College in the High School steering committee, the director witnessed the success of the program as reported by Nevis: It was reported that 22 high school students (in one year, 2017) had participated in commencement at Alexandria Community and Technical College as a result of OCHS course offerings. Nevis participates fully in the program and has a career counselor that closely monitors/encourages students to succeed. Many other schools within the consortium also participate in the OCHS program.

Bemidji High School students participated in Mechatronics instruction via an outside agency (The Learning Circle) to complete requirements for a certificate. The training program is in its early stages and the consortium will do follow-up in 2018-19 for discussion on improving/expanding/contributing to this model.

Secondary teacher and postsecondary faculty and counselor involvement. Two counselors workshops were held during 2017-18 which were planned through the consortium and held at Northwest Technical College. The primary focus was to update counselors (also attended by administrators from several schools) on Online College in the High School, TSA's (Precision Exams presentation), options for training in post-secondary program such as engineering, construction electricity, child care, and health occupations. Presentations on articulation with 2- and 4-year programs was included by Bemidji State University, Northwest Technical College, Alexandria Technical College, and Iron Range Engineering. There was time specifically scheduled for networking and discussing each of the topics about "what worked" and challenges of participants.

Improvement of academic and technical skills of CTE learners. This varies broadly from school to school. The primary means for improvement is funding the purchase of equipment and supporting technical components that will elevate the level of technology currently being offered. It also expands what can be offered, for example the purchase of a new welder at Bemidji High School, to reach a larger number of students in a class. Another example is the support for professional development at the Indus school where the FACS teacher was the president of the state association during 2017-18. The FACS teacher was able to fully participate in association functions in a leadership role. Yet another example was the addition of a laser cutter at the Blackduck school that

allows students to greatly enhance hands-on project work and gives them technical training that is extremely useful for taking into the workforce. The Nevis school used Perkins funding to replace a table saw with a "saw-stop;" a CRITICAL piece of safety equipment. In terms of academic skills, brain-based research shows that success and confidence in learning enhances overall learning and that is the intended result in terms of academic skills as well. **Professional development needs of teachers and faculty in POS as well as other programs.** Teachers in several of the programs were very active (Indus, FACS; Cass Lake, mechatronics training) and most of the schools were either not very supportive or teachers were not aware that they could use Perkins funding for professional development. Many didn't understand the definition and this was explained to teachers throughout the year. I believe another reason for the lack of professional development in many areas is that there needs to be equipment/software upgrades that require it. Funding allocations in the consortium do not allow for purchases that significantly upgrade programs such as Haas mills, pulse/dual-duty welders, time-savers, industrial CNC and water-jet technology, etc. Much of the professional development for teachers was done through field trips to industry along with students, which was well supported and many of the schools participated. This has been identified as a focus area for 2018-19.

Assessments of core technical skills across high school and college that use valid and reliable assessments. I'm not going to make up stuff here, nor will I gloss over this topic. It was obvious that more work needs to be done in this area to get everyone going in the proper direction. First of all, at the counselors workshops, it was demonstrated that Precision Exams could be very effective. It was also made available through the consortium to schools through the purchase of a block of exams to use Precision Exams. An offer by the company was made for a free trial exam in a course. All participants witnessed the process for accessing the information and all were supplied with printed information that would lead them. There was good discussion about comparisons (NOCTE vs Precision) and some participants contributed valuable information. The plan is to get this information out to every teacher in programs of study in every school for 2018-19 through face-to-face meetings and assessment information included in the consortium handbook.

All Aspects of the Industry included in all POS. It was found that the majority of program participants were not aware of how All Aspects of the Industry impacted their program planning. The goal for 2018-19 is to have a copy of All Aspects in the hands of each and every teacher (also targeted administrators) in the consortium and follow up with discussion on why this is important to understand. This is included in a section of the consortium handbook. (By the way, mission accomplished)

Another important addition to activities 2017-18: Awards of Excellence

At each of the NCVCC board meetings Awards of Excellence were given to teachers within the Programs of Study that were recognized for going above-and-beyond their job description to accomplish outstanding goals that helped students in their school/programs reach much high levels of mastery in the subjects. The first two awards were given to 2 Cass Lake High School teachers for their contribution of time and dedication to creating the first local Robotics competition. It was a huge success and set the stage for future competitions. It included students from POS at Cass Lake and nearly every other school within the consortium. The second award went to a teacher at the Kelliher school for his entrepreneurial approach to connecting students to industry. The students make models using 3D printers of spiny water fleas that are used for the MN Dept. of Nat. Resources in their teaching seminars. The project is expanding to zebra mussel models as well as other invasive species that will be used throughout the state. Awards of Excellence are intended to begin a NCVCC tradition of highlighting and acknowledging the work done by consortium teachers, introducing them to the board of directors to strengthen networking within the consortium and to have a great PR piece to submit to local publications in Bemidji, school newspapers and publications in the teachers/board members towns.

End of NCVCC - Secondary

NCVCC Post-Secondary:

As the first year serving as the Vice President of Academic Affairs is filled with learning and observing, it was readily apparent that the turnover in leadership has affected many items at NTC, including the NCVCC. Many items have eroded or fallen by the way side due to lack of attention. One example is articulation agreements. We worked to bring awareness to the current status and created a new articulation agreement with Walker-Hackensack-Ackley School District.

We hosted two counselor workshops and worked to expand on-line college in the high school courses. We worked with the scheduling team at Distance Minnesota to determine course offerings, identify secondary course requests, and monitor enrollment. A key aspect of student success in OCHS is the communication with the secondary school contact and the college partners. The use of technical skill assessments is an area of improvement as many faculty were not aware of options available in terms of standardized assessments. Precision Exams were introduced to faculty. In addition, the yearly data report that is part of program evaluation at NTC was revised and now includes TSAs as part of the program evaluation.

We determined that professional development for teachers would be a focus area for 2018-19. There is a clear need to help develop secondary teachers and NTC is willing to share faculty knowledge and skills. We attempted to pull automotive teachers together for a professional development activity but were unable to find a workable date.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

NCVCC - Secondary

Here's a great example:

Bemidji High School Academies. Definition: Student pathways to careers; including a set of high school courses, post-secondary courses, and work-related experiences through a business partnership. Academies are organized around a career pathway. Workplace connection: includes career experience, business and industry tours, speakers in the classroom (CEO in the Classroom), career spotlight videos, job shadowing/internships/apprenticeships, afterschool skill building. There is a strong health care collaboration with Sanford Health Services.

Keys to success: 1. Communication between partners; 2. Strong business and industry partnerships; 3. Ensure program processes are simple; 4. Ongoing teacher training; 5. Providing career resources that can be used in the classroom; 6. Showcasing the programs; 7. Demonstrations of student success.

Current Academies: * Business Management Career Academy; * Construction Trades Career Academy; * Light, Sound, and Video Technician Academy; * Mechatronics Career Academy; * Project Lead the Way Engineering Future Academies (2018-19): * Automotive Technology Career Academy; * Aerospace Tech - Flight Academy; * Art & Design Career Academy; * Information Tech Career Academy; * Child Care & Education Career Academy; * Natural Resource Management Academy

Enrollment: 2017-18: 233 BHS Students

2018-19 Registration: 377 BHS Students

Community connections:

A bridge between education and business. Each academy has a workplace learning experience.

The Bemidji Area Chamber of Commerce and Greater Bemidji are advocates with local businesses.

Strong school-to-work coordinator.

Data collection will be a focus for future reporting documents.

End of NCVCC - Secondary

NCVCC Post Secondary:

We worked worked to increase our partnership with the BHS Career Academies this year, including speaking and participating in the registration night at BHS. Several programs set up displays and promoted technical career paths to high school students. In addition, plans were made to connect BHS faculty and NTC faculty this upcoming year. A presentation on the BHS Career Academies was set up for the administrative days prior to the 18-19 school year for the NTC faculty.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

NCVCC - Secondary

In terms of the director, the most successful activity was becoming familiar with the teachers, schools and programs in all of the consortium schools. Without that there couldn't be any insight into what improvements to make in the programs in all of the schools. The most outstanding example of the programs of study is absolutely the success of the Bemidji High School Adacemies model. This model brings up discussion for how smaller schools within the consortium can use a modified version to improved the quality of their programs. It also beings up discussion on how programs in consortium schools can become fully articulated with post-secondary opportunities.

Grant applications: After researching grant opportunities in technical/trades-based programs, the opportunity for applying for a grant from the American Welding Society was done in collaboration with the Kelliher High School. The grant would provide funding for augmented reality welding that would be used as skill development in a safe way that could be used for elementary career experiences all the way through adult education. The amount of the grant was \$25,000 and was a good first go-around for making the Kelliher program known beyond this area. It was not funded and will be applied for again. In addition, Perkins funded the AWS curriculum program for Kelliher and Bemidji High Schools. This gives teachers direct access to industry-level curriculum instruction, resource materials, and a Level 1 training opportunity for students if the teachers decide to follow the standards.

A meeting was held with the Minnesota Job Skills Partnership to discuss "10 New Training Projects" and how future grants in 2018-19 and beyond can be accessed.

PS: It would be so helpful if the font size in these sections could be kept at the "4 pt." Every time I try to edit, it automatically reverts to 2 pt which is unreadable and takes longer to be fixed. Maybe it's just my computer, but I don't think so.

End of NCVCC - Secondary

NCVCC Post-Secondary

The most important effort was connecting and extending a relationship with our high school partners. The best example of an activity that needs to be repeated was listening to the secondary partners, mostly counselors, who shared what they are looking for in campus visits to allow students to have a better experience in exploring career paths. In the past, a single day was held in which students were not able to see all programs and were forced into some sessions they were not interested in. By listening to the input of the secondary partners, changes were immediately made to provide a higher quality career exploration experience for the students.

Goal 1 Objectives

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

Goal 2 Narrative:

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

NCVCC - Secondary

The director has found evidence that advisory committees exist in all programs of study within the consortium. Although a large number of reports were submitted in 2018, there is a focus on compliance by all programs for 2018-19. The reports indicate involvement by faculty, staff and several industry and community members. An example is in Laporte, a small school with a very active trades and industry program. The school board chair, who is also a local business owner, is a board member for the program of study within the school. This same member is also part of the North Country leadership team and the board of directors. He is willing and able to contribute to the continuity of bringing forth the concerns and needs of local industry through the education system. In small communities there may not be many people to draw from in terms of business and industry so one board may serve multiple programs and that works. In terms of Bemidji High School, there is strong representation by business and industry within the advisory committees as the academies have made this avenue possible. A willingness by regional business and industry to participate and contribute to the programs is also very strong. Examples of industry and other supporting partners: Sanford Health Care, Kraus-Anderson Construction, Central Boiler, Marvin Windows, Team (manufacturing company in Bagley), George W. Neilson Foundation, Northwest Minnesota Foundation, Greater Bemidji, Inc, Northwest Technical College, Bemidji State University, Bemidji Chamber of Commerce.

End of NCVCC - Secondary

NCVCC post-secondary:

The existence of advisory committees is a strength, however there is major room for improvement which is reflected in the fact that advisory committees are specifically part of the strategic plan for NTC that was developed during the 17-18 school year. The goal of the strategic plan is to create and complete a program advisory board strategic plan by Spring 2019. -Revisit mission and vision of advisor boards; -review and update advisory committee handbook; -develop advisory board structure. Each program has an advisory committee, there is some cross over between the membership between the secondary and post-secondary programs. There are benefits gained by having faculty serving between advisory committees across the secondary and post-secondary programs. Advisory committees meet at least twice a year, with a new wrinkle thrown in this year. Some advisory committees met at industry partner sites rather than on the NTC campus.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

NCVCC - Secondary

The NCVCC Leadership Team (2017-18) is comprised of: Superintendants Tim Lutz and Kim Goodwin; Principal Brian Stefanich; NTC Perkins representative Wendy Potratz, Chair Dennis Dodge (also chair of the Park Rapids school board); John Seegmiller (also chair of the Laporte school board); Lynette Rathe (NCVCC bookkeeper); Elaine Hoffman, Director. Each and every member has been integral in maintaining the consortium. At the twice-yearly meetings, and as needed between times, every member has been supportive and active in contributing input into program improvement.

The board of directors fluctuates each year as staff changes take place but participation was very good in 2017-18. Business members in the Walker/Hackensack/Akeley area have worked with the school to establish on-site job training, particularly for special needs students through the FACS instructor. Partnerships within the consortium are working on a small scale as well as a much larger scale. An example of that is: Bemidji High School has 12 days of on-site internship with child care students and the health careers academy had 8 students graduate with CNA licenses which sparked a strong interest in students that is shown by the increase in enrollment from 2017-18 of 85 students to 120 enrolled for the 2018-19 fall semester. The collaboration with local business and industry has been a key component in connecting career information and access to careers and training available to students at the local level. In these two programs in particular there is a pathway directly through Northwest Tech to earn credentials in both of those fields.

End of NCVCC - Secondary

NCVCC post-secondary:

We expect advisory committees to help keep programs relevant, ensure the quality, and advocate for technical education. Each advisory committee meeting includes discussion on industry expectations and trends, so programs can adapt as needed to provide students the skills and training necessary for workforce entry. As employers hire NTC graduates, they are a source of measurement of the quality of graduates and thus the program. The feedback gathered from employers are directly tied to the skills developed by the students. Again, this is a standard discussion at all advisory committee meetings.

Advocating for technical education is another role of advisory committees, specifically support through the leveraged equipment program. This was added as a standing advisory committee meeting agenda item.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

NCVCC - Secondary

As stated in the previous question, business and industry partners have been key in connecting students work work-based learning opportunities. Using the largest school as an example, Bemidji High School includes a workplace learning experience in each of the academies. The number of students (registered) who are impacted by this are as follows:

Mechatronics: 16

Business Management: 38

Light, Sound & Video: 25

Construction Trades: 39

Project Lead the Way Pre-Engineering: 59

Health Careers: 120

Aerospace Technology: 23

Natural Resources Management: 10

Child Care & Education: 21

Information Technology: 5

Art & Design: 24

Automotive Technology: 20

All Aspects justifications are addressed in the Bemidji HS academy model:

1. Integrating foundation and career technology education: In addition to technical skill development, students are also prepared with skills of: listening, effective communication, problem-solving, time management, honesty & integrity, professionalism, digital citizenship, and others.

2. Empowering students to make career and life choices: Using the Automotive Academy as an example, the academic completion standard prepares the student for:

Enrolling in a two-year AA program at an institution of higher education.

Taking ASE certification exams following graduation.

Having a fundamental understanding of automorive technology and operation of gasoline and diesel motors.

Upon successful completion of this program, the students will be awarded post-secondary credits for approved courses by Northwest Technical College and ASE.

3. Enabling students to adapt to technological change:

An example of the broad skills offered by the Bemidji HS Business Management Career Academy prepares students "with skills in accounting, business administration, marketing, and an appreciation of business ethics; the combination of job skills and appreciations gained through this trining is highly transferrable to most jobs in local businesses."

4. Involving students in economic development:

This example will be the Construction Trades Career Academy: Having participated in Habitat for Humanity, the construction trades courses actively contribute to the economy of Bemidji. Each year either one or two homes are built by the students. Interaction with city functions, trades, and economic support systems are included in the learning experiences. Also part of the experience: The academy prepares students for jobs which require skills including: woodworking, basic rough framing, roofing, basic drywall installation, and blueprint reading, for jobs such as a carpenter, drywall installer, roofer, mason assistant, cabinet maker assistant, landscape worker, and painter. The combination of skills gained through this training is highly transferrable to construction trades jobs in many sectors of the economy.

While BHS is the most organized, concentrated source of information to report, there is a plan in place for gathering data to report from all of the consortium schools in the 2018-19 school year. Other consrotium schools

also build homes and teach the same skills (Park Rapids, Blackduck) and graduates enter the local workforce or go on to post-secondary training but without the benefit of the structured academy model. There is a plan in place for articulating such programs in rural schools with post-secondary as a step in bringing students closer to expanded career choices.

End of NCVCC - Secondary

NCVCC post-secondary:

Business and industry partners are key to work-based learning opportunities. The best example is in the child care program where all students experience a work-based learning experience. The learning experience depends on the quality of the business and industry supervision and feedback during the work-based learning experience. Skill observation and clear learner outcomes are part of the child care program work-based learning experience.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

NCVCC - Secondary

I don't have enough information to report from FY 15-16 on special populations to sufficiently outline services provided by the grant at North Country and I refuse to cut and paste from the previous report. The consortium will look to the future and improve reporting data in this area for 2018-19.

NCVCC Post-Secondary: A student retention specialist position was created during the second half of the year as a way of matching services to students in need. This person was responsible for monitoring Starfish reports. The person left NTC in the spring of the year so there was not enough time to evaluate the effectiveness of the approach to serving special populations, however observational reports strongly support the success of this service.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

NCVCC - Secondary

In transition; the information on special populations services cannot be located for reporting.

NCVCC – Post-Secondary

The NTC strategic plan developed includes Strategic Priority 2: Improve/Increase student success to include retention, graduation rates, and job placement. Goals under this priority include: By fall 2023 increase the persistence/completion rate for degree seeking students from 66.7% to 72% AND completion rate from 55.3% to 65%. By Fall 2023, increase completion ratio for students of color from .64 to .80. Activities include: Develop and implement retention strategies and co-curricular diversity programming focused on students of color and American Indian students by fall of 2018. Create a Student Success Center, staffed by retention counselors, to provide student support services by Fall 2019

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

NCVCC - Secondary

Currently, data has been accessed through reporting from individual schools. Due to the differences from school-to-school, it's not easy to compare schools. While the number of special needs students remains relatively close in the general population of many of the schools, there are significant differences in nontraditional participation in several of the courses in programs of study. An example is that the number of female students registered in welding courses at Bemidji High School has doubled in the past year. While data has not been collected in previous years on a school-to-school basis during visits with teachers, there is a plan in place for collecting this information in the future. Another reported example for 2017-18 is at the Kelliher School that had nearly an entire class (one male student also in the class) of female students who, according to the teacher, excelled in the subject. Bemidji High School has been offering auto mechanics courses exclusively for girls and the enrollment fills up the sections. There is discussion about expanding the offerings to other program of study areas within the academies as well. Data from such actions will be compiled and reported in 2018-19.

End of NCVCC - Secondary

NCVCC – Post-Secondary

Data has been used to identify the need and set the goals under strategic priority 2. These data show the gap in terms of persistence and completion.

Goal 3 Objectives

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

Goal 4 Narrative:

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

NCVCC - Secondary

I will not be making general statements for this answer. There is a considerable effort to collect relevant data that can show changes/improvements. Benchmarks within the consortium will be established for future reporting. What is known at this time: A successful articulation agreement in medical terminology was concluded with NTC and Walker/H/A School. An articulation agreement with Indus school and NTC in child care will be completed soon. An articulation agreement in Automotive Technology with NTC will be undertaken in 2018. Identification of agreements with academies at Bemidji High School is in progress. Articulation agreements with consortium schools and Alexandria Community and Technical College are in progress. The total compilation of agreements will be completed within the 2018-19 school year.

Online College in the High School has a high, and increasing, participation rate in consortium schools. Strong support for OCHS via steering committee participation and promotion of OCHS at the consortium workshops and board meetings continues.

NCVCC – Post-Secondary

The tracking of articulation agreements was misplaced in the multiple transitions at NTC. We worked to find existing articulation agreements and found several with the BHS career academies. We were able to create a new articulation agreement with Walker-Haceknsack-Akeley Schools.

Online college in the high school (OCHS) set a record for enrollment as participation continues to increase. There were 1023 students participating and enrolled for 3088 credits, although it is not known how many of these students were from NCVCC secondary schools. In addition, NTC was part of a grant to create OER (open educational resources) courses that do not require a textbook, thus reducing costs for students.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

NCVCC - Secondary

As an example, the medical terminology course articulated between NTC and Walker/H/A, is listed on the high school transcripts and students are given a copy of the completed articulation agreement in force after they have completed the requirements for credits at the high school level.

NCVCC – Post-Secondary

Articulation agreements are not transcribed on the college transcript, however all OCHS courses are transcribed on the college transcript.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

QUESTION: What activities were conducted that help sustain the consortium?

NCVCC - Secondary

Primary activities include but are not limited to:

The grant was successfully completed and funded for another year.

Communication with all consortium schools was improved by continuous updating of contact information, updates to consortium members of changes in policy, outreach for articulation and OCHS participation, response to needs of individuals in programs of study within the consortium

Outreach to schools that provide educational pathways for students within the consortium such as Northwest Technical College, Alexandria Community and Technical College and Iron Range Engineering.

Maintaining a strong NCVCC leadership team and board of directors.

Staying current (as much as humanly possible) with required reporting and paperwork from MDE and MnSCU.

Allocating funds to consortium schools in the most effective way. This is a primary function and close attention is paid to current needs as well as to establishing a plan for future expansion/improvement/updating of programs of study. A plan for fairly distributing funds based on need within programs of study was developed and will be implemented in 2018-19.

Providing printed information that clearly states requirements by program of study leaders within each consortium school.

Seeking opportunities for partnership with Northwest Technical College for collaborative activities that directly benefit consortium members and stakeholders.

NCVCC Post Secondary

The initial emphasis was in connecting the new leadership across the consortium. Communication with the school counselors was solid, however the activities of the consortium continue to be disconnected. This an area of improvement for the coming year. NTC faculty were provide with release time to coordinate the Perkins grant.

The re-organization of the career exploration campus visit activity was the best example of listening to secondary needs and responding. This is key in helping to sustain the consortium. There is honest desire to collaborate and partner with the secondary schools.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

NCVCC - Secondary

The Leadership Team consists of representatives from school districts and community partners. An additional member from workforce training will be added at the November board meeting. The Board consists of representatives from all consortium school districts, community partners, and the additional workforce training member that will be added at the November board meeting.

NCVCC Pot Secondary The secondary portion is true for post-secondary as well. In addition, the decision was made to transition from a faculty with release credits to a newly created staff position that would focus on school and industry partnerships. This newly created position will allow for more focus on developing deeper partnerships and allow NTC to be more responsive to changing needs of partners. This newly created position description was developed during the summer of 2018 to allow for hiring and implementation during the 2018-2019 school year.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

NCVCC - Secondary

This topic is under investigation. Karl, if you're reading this part: I don't know the answer to this question. If this applies: I lead discussion at both counselor's workshops held in 2017-18 on assessment plans within the programs of study for each school. Morgan Hunter from Precision Exams did a great job explaining the navigation of the exam system and it was agreed by all participants that Precision Exams will be a good option for assessments. In addition, the information listing all Precision Exams and the option of using a pre-and post-test was added to the handbook for all teachers. Hopefully this will generate valuable data for the coming year. A strategy for reporting and collecting that data will also be a focus for the next year. A block of Precision Exams was purchased to encourage teachers to use the assessments.

NCVCC – Post-Secondary

Our needs assessment input comes from advisory committees and listening sessions with business and industry partners on a regular basis. The development of the NTC Strategic Plan involved multiple input gathering methods including on-line and town hall meetings with the community and business/industry representatives.

Development of NTC's 2018-2023 Strategic Plan was a 9-month process involving multiple individuals from within and outside of the college. The committee used lessons learned in developing the plan for our sister institution, Bemidji State University, and from working with an experienced consultant on planning in higher education. A cross-campus committee of faculty, staff, and students reviewed and synthesized broad input into four priority areas, each with measurable goals and key activities. The completed plan will be implemented in July 2018, as scheduled.

The needs assessment included six community Listening Sessions in February 2017. The focus of the community listening sessions was on subject areas deemed of greatest significance and relevance to the college and the region. Representatives from fields such as health care, workforce development, education, manufacturing, the arts, and natural resources were invited by email to attend and share their views. The six sessions, each attended by approximately 15 to 50 individuals, were held at Bemidji State, Northwest Technical College, and Bemidji High School. Comments were recorded for use in identifying potential priority areas and activities for the strategic plan.

In addition, Town Hall sessions were held on the afternoon and evening of **November 20, 2017**, in the NTC Commons. The first was a campus forum that included **70** faculty, staff and students. The evening event was for business and community members and over **50** individuals from the region participated. Following the events, **22** individuals took advantage of a subsequent opportunity to complete an online survey that covered the same questions addressed by Town Hall participants.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

NCVCC - Secondary

Grants were researched; one area of opportunity is Employment and Economic Development Skills Partnership Training Projects. This was discussed with a local workforce training consultant and also the Greater Bemidji Director. Future opportunities will be developed, especially with the Bemidji High School academies in mind. A grant from the American Welding Society (AWS) was applied for that would add virtual welding technology to the program at Kelliher High School. This grant will be re-applied for in December, 2019, in hopes of getting augmented reality welding or other additional assistance in developing and updating the welding program at Kelliher. The SENSE curriculum from AWS was funded for Kelliher and also Bemidji High School; this program provides curriculum materials and the information necessary to train students to the Level-1-Entry-Level Welder (AWS QC10, AWS EG2.0). This was also a necessary component of the application for the augmented reality welding grant.

NCVCC – Post-Secondary

A grant writer was hired through Distance Minnesota to serve NTC and this was beneficial as a medical coding grant and VEX robotics summer camp were awarded to NTC. In addition, the OER grant through Distance Minnesota was continued through the year. In addition, the leveraged equipment is used to enhance Perkins funding for technical instructional equipment.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of
Study

RPOS submitted with 10 components

Therapeutics Services

RPOS - Therapeutic.docx

Progress Update for Programs of Study and TSA

Please be sure to include progress on technical skill assessments in your explanation.

NCVCC - Secondary

Walker/Hackensack/Akeley School completed an articulation agreement with Northwest Technical College for the Medical Terminology course requirement. WHA also offers CNA training for students; NCVCC fully supports that effort. CNA training prepares participants to take the state approved competency evaluation and seek employment in a variety of health care settings.

Bemidji High School also has an articulation agreement with Northwest Technical College for the Medical Terminology course requirement. The credits may transfer into NTC and also the BSU Baccalaureate Degree completion program. CNA training offered through the Health Careers Academy prepares participants to take the state approved competency evaluation and seek employment in a variety of health care settings.

NCVCC – Post Secondary

Articulation agreements with Walker Hakensack Akeley Schools were put in place as a new agreement. Artulation agreements are current with the Bemidji Career Academies. In addition, we adjusted the tiem of the CNA course offering to better work with the BHS Career Academies schedule.

The new TSA was in the Early Childhood programs as they trialed Precision Exams. This was used in course CDEV 2224 Children’s Literature and Literacy. There was a pre and post test given to students.

Results:

Students’ scores improved overall by 1%. The data is very limited. This was the first year the program has used a standardized test and there was only two months between the pre-test and the post-test. State averages for the post-test are exactly the same as NTC averages.

SUMMARY OF RESULTS

Class	# of Students	# Passed	% Passed	Avg. Score	Avg % Correct	DAP	Curric	Envir	Pattn Instr	Empl Skills
Child Lit Pre 3-27-18	6	6	100%	71	92%	92%	93%	94%	85%	92%
Child Lit Post 4-19-18	6	6	100%	71	93%	95%	92%	94%	89%	92%
Post Change + or –					+1%	+3%	-1%	0%	+4%	0%

DETAILED RESULTS:

Minnesota Standards Results:

Proctor Standards Report

Report for:

District:

NTC

School:

Stowe Pam

Proctor:

Children's lit (12368128)

Class:

Early Childhood Education I (323Pre)

Test:

TSBDR5KW

Jul 1, 2017 - Jun 30, 2018

62

5

6

6

Voucher:

Testing period:

Questions:

Standards:

Number of Participants:

Total Meeting Skill Standard:

Standard Summary

Index	Standard	Total Questions	Total Points
1	1-Developmentally Appropriate Practices (DAP)	23	25
2	2-Age appropriate curriculum	13	18
3	3-Healthy Environment	17	18
4	4-Pattern & Instructions	5	9
5	5-Employment skills	4	7

Class	# of Students	# Passed	% Passed	Avg. Score	Avg % Correct	DAP	Curric	Envir	Pattn Instr	Empl Skills
Child Lit	6	6	100%	71	92%	92%	93%	94%	85%	92%
TOTAL	6	6	100%	71	92%	92%	93%	94%	85%	92%
State Average						78%	78%	78%	63%	77%

Test Administered February 22, 2018
Report Run March 27, 2018 3:07 PM

Minnesota Standards Results:

Report for:

NTC

Stowe Pam

Children's lit (12368128)

Proctor Standards Report

District:

School:

Proctor:

Class:

Early Childhood Education I (323Post)

EQDHY MDF

Jul 1, 2017 - Jun 30, 2018

62

5

6

6

Voucher:

Testing period:

Questions:

Standards:

Number of Participants:

Total Meeting Skill Standard:

Standard Summary

Index	Standard	Total Questions	Total Points
1	1-Developmentally Appropriate Practices (DAP)	23	25
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Class	# of Students	# Passed	% Passed	Avg. Score	Avg % Correct	DAP	Curric	Envir	Pattn Instr	Empl Skills
Child Lit	6	6	100%	71	93%	95%	92%	94%	89%	92%
TOTAL	6	6	100%	71	93%	95%	92%	94%	89%	92%
State Average					93%	95%	92%	94%	89%	92%

Test Administered April 19, 2018

Report Run May 1, 2018 9:19 AM

Student Feedback:

- Easy to log in and complete exam
- Age of the child was unclear for some questions
- Some material has a different focus than what our program teaches, especially guidance questions
- A lot less stressful than they anticipated
- Liked being in their familiar classroom
- Liked not having to travel
- Finished much quicker than the time allotted; students with accommodations finished within the time frame and did not need double time

Advantages:

- Easy to create and administer

- Reasonable amount of questions and testing time (63 questions, 90 minutes allowed)
- Scores are available within 15 minutes
- No travel required
- Instructor can proctor, no testing center required
- Students are more relaxed testing in a familiar environment
- Costs are very reasonable
- Great customer service support
- Broad areas of material covered in the test are outlined
- Material is based for Minnesota
- Content is a fairly good fit with program content for a standardized test

Disadvantages:

- Some material has a different focus than what our program teaches (based on student comments following the test)
- No sample questions are available
- The age of the child was unavailable for some questions (based on student comments following the test)

Recommendations:

- Continue using the Precision Exam Minnesota
- Administer a pre-test Fall 2018 to students enrolled in CDEV 1104 Child Development to begin the testing process for new students.
- Administer a pre-test Fall 2018 to students enrolled in CDEV 2206 Observing and Assessing to bring the group of second year students into the testing loop.
- Administer a post-test Spring 2019 to students enrolled in CDEV 2224 Children’s Literature and Literacy
- Consider pros and cons of continuing with Exam #323 or using Exam #325.

For the nursing programs, we were excited over the student success in passing board exams. The improvement was significant.

2017

PN: 60%

AD: 80%

2018 – Through 3rd quarter

PN: 100%

AD: 91.23%

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
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Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Skills USA Work Force Ready System Automobile Service and Repair	Automotive	Bemidji High School - NTC	End of Program
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	OK Career Tech Administrative Professional: Administrative Professional	Administrative Assistant	Red Lake, Bemidji, LaPorte, Northome, Park Rapids, Cass Lake/Bena - NTC	Secondary-Spring
Business, Management, & Administration	Finance	Accounting	National Occupational Competency Testing Institute Accounting - Basic	Accounting	Cass Lake/Bena, Kelliher, Lake of the Woods, Nevis - NTC	Secondary-Spring
Health Science Technology	Health Science	Therapeutics Services	National Council of State Boards of Nursing National Council Licensure Examination for Registered Nurses, State Certification Exam	Nursing RN	Walker, Bemidji - NTC	End of Program
Business, Management, & Administration	Marketing	Marketing Communications	OK Career Tech Marketing Fundamentals	Sales, Marketing & Management	Walker-Hacensack -Akley, Lake of the Woods - NTC	Secondary-Spring

Business, Managemen t, & Administra tion	Finance	Business Finance	OK Career Tech Financial Literacy: Financial Literacy	General Business	Lake of the Woods, Nevis - NTC	Secondary- Spring
Human Services	Human Services	Early Childhood Developme nt and Services	National Occupation al Competenc y Testing Institute Early Childhood Education and Care - Basic	National Occupation al Competenc y Testing Institute Early Childhood Education and Care - Basic	Childcare and Education	Walker- Hacensack -Akley, Kelliher, Indus - NTC End of Program

Improvement Report

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

NCVCC - Secondary

1S1: Academic Attainment in Reading/Language Arts. Given the demographics and conditions of the region - and even throughout the state - improvement in performance indicators for reading/language arts continues to be a challenge . NCVCC has begun a search for relevant materials for teachers that will address reading issues in the CTE programs of study. As a proposed target of 53.85% for the next reporting cycle, it is expected that reading scores will improve through awareness and diligence of teachers in all subjects which includes CTE to either reach or exceed this target percentage. Strategies include: discussion of target improvement percentages, publications that will assist teachers in incorporating more reading into lesson plans, sharing research that shows successful strategies that expand methods of teaching to include reading/language arts at a higher level.

1S2: Academic Attainment in Mathematics. As with strategies for improvement in other targeted areas, awareness of the percentages and discussion of teaching methods to emphasize mathematics skills is essential for creating an environment for enhanced mathematics learning. Identifying the areas of mathematics that need improvement will be a first step and then providing supporting materials to modify curriculum content to include effective strategies to improve percentages will follow.

6S2: Nontraditional Completion. In looking at the performance levels, the nontraditional participation exceeded the target indicator by 2.31%. Strategies for participation have a direct effect on completion and it is believed that the completion goal of 1% will be exceeded. Strategies that will affect this performance level include providing teachers with the highest level of technology possible within the funding parameters for each school, industry curriculum guidance that focuses on nontraditional participants, and discussion of successful strategies for attracting and retaining nontraditional students in the programs of study while providing them with guidance along a career pathway.

NCVCC – Post-Secondary

P1 – Technical Skill attainment

The focus on increasing nursing board pass rates has included program handbook revisions, curriculum adjustments, faculty study of student assessments data, and the adjustment of the Nursing Program Director being shifted from a faculty position to an administrative position. We saw increased board pass rates. Extensive work has been done to prepare for accreditation reporting and site visit.

2P1 – Credential, certificate, or degree

NTC uses an early alert system, STARFISH, for faculty to identify students with needs/concerns. The Starfish system allows for multiple accessibility services and other support services to be coordinated to help students overcome barriers and struggles that prevent student success.

2S1 – Technical Skill Attainment

We continue to work on improved use of Technical Skills Assessments. Precision Exams was the focus for the year as professional development was provided on Precision Exams.

5P1 – Nontraditional participation

The NTC Strategic Plan includes Strategic Priority 2: Improve/Increase student success to include retention, graduation rates, and job placement. A goal is to by fall 2023 increase the persistence/completion rate for degree seeking students from 66.7% to 72% AND completion rate from 55.3% to 65%.

5P2 – Nontraditional completion

The NTC Strategic Plan includes Strategic Priority 2: Improve/Increase student success to include retention, graduation rates,

and job placement. A goal is to by fall 2023 increase the persistence/completion rate for degree seeking students from 66.7% to 72% AND completion rate from 55.3% to 65%.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

NCVCC - Secondary

1S1: Data was derived from the percentages received on Actual and Local Negotiated Performance Levels for Perkins IV Accountability Indicators. A shortfall in the percentage has generated the need for discussion on how to improve performance results with teachers and the director. Without the results, the awareness of reading/language arts would not be a focus of future curriculum discussions. Stakeholders certainly include students, teachers and administrators.

1S2: As with reading scores, the percentages were received from the same source and include the same stakeholders.

6S2: In addition to students, teachers, and administrators, the addition of industry partners can be added to the list of stakeholders. Local workforce needs and information on post-secondary training provide data on opportunities for program of study employment within the region. For example, the local healthcare provider, Sanford Health, extends data to training programs that clearly outline the need for health care professionals at every level.

NCVCC – Post-Secondary

P1 – Technical Skill attainment

Process has included advisory committee feedback, faculty and administrative review. A key aspect was faculty review of student performance data of course assessments.

2P1 – Credential, certificate, or degree

The process has had to be adjusted due to staffing turnover, both in accessibility services and in student support services. Starfish provides an opportunity to track data for future decisions.

2S1 – Technical Skill Attainment

The consortium director and NTC faculty lead for Perkins worked together to present information to faculty on TSA.

5P1 – Nontraditional participation

The process includes planning for a student success center being created next year and developing a job description for a new Student Success Director.

5P2 – Nontraditional completion

The process includes planning for a student success center being created next year and developing a job description for a new Student Success Director.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

NCVCC - Secondary

1S1 - Here's a dilemma existing with many of the CTE teachers: In conversations with North Country Consortium teachers about reading/language arts scores, many of the teachers said they have had to modify their methods of curriculum delivery to serve more "non-readers." That means they have expanded their methods of teaching to include more hands-on, applied lessons and less required reading in order to help students learn the material. It was felt these modifications were necessary due to the level of reading comprehension that students entered the courses with. A focus for the 2018-19 school year for each consortium teacher will be to expand their methods to include more reading along with the applied lessons or certainly to include a component of reading in each lesson. Based on the high level of awareness of the need for improvement in student reading abilities on the part of the teachers, it is anticipated that the reading/language arts scores will improve. CTE teachers will acknowledge that they must build on the foundation of reading/language arts abilities that students possess as a result of courses that directly focused on these topics in earlier/other reading courses.

1S2: Understanding that a 2.5% increase is the goal for this year, teachers will have an idea that their CTE courses may add to the understanding of practical mathematics. While it isn't known what exactly the percentages measure, the focus on expanding the associated applications of mathematics in each of the programs of study will be examined within the content of the programs. A review process will look at components of mathematics outlined in the goals for each program. The expected outcome will be that CTE programs of study will contribute to a performance level that exceeds 2.5%.

6S2: Participation by nontraditional students has been verbally reported by teachers in the consortium as being higher this year over last year. For example, Bemidji High School is offering courses specifically targeted to enrolling nontraditional students in construction/manufacturing courses and these courses are filling up. The expectation for the next round of performance reports will be that the percentages will exceed the .96% target increase in completion.

NCVCC – Post-Secondary

P1 – Technical Skill attainment

Anticipated changes include increased board pass rates and successful accreditation review process.

2P1 – Credential, certificate, or degree

Anticipated changes include increased faculty use of the Starfish system and increased use of accessibility and student support services by students.

2S1 – Technical Skill Attainment

Anticipated changes include increased use of TSAs, which will allow for increased use of student performance data for program evaluation.

5P1 – Nontraditional participation

Anticipated changes will include the creation of a student success center and the creation of a Student Success Center Director position. We expect nontraditional participation will increase as students see and trust that support services are available.

5P2 – Nontraditional completion

Anticipated changes will include the creation of a student success center and the creation of a Student Success Center Director position. We expect nontraditional completion will increase as students use and trust support services that help them overcome struggles. A key aspect will be the ability to strand different support services for students on an individual basis.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

NCVCC - Secondary

1. Stakeholders: Students, teachers, administrators, workforce consultants, Minnesota post-secondary schools.
2. The person with primary responsibility of overseeing implementation of strategies and determining achievement points throughout the year is the Director, Elaine Hoffman, PhD.
3. Strategies or activities to measure progress:
Implementation of a clear plan for allocating Perkins funding to consortium schools.
Input from business and industry on a needs assessment developed by NCVCC.
Improvement in the interaction between NTC and NCVCC activities.
Articulation agreements between programs of study and post-secondary schools.
Increase in the participation of consortium schools in Online College in the High School.
Design and implementation of reportable processes for data collection from schools.

NCVCC – Post Secondary

1. Stakeholders: Students, staff, faculty, business/industry, communities we serve, MN State, secondary schools, and home schools.
2. The person with primary responsibility has shifted from a new faculty person who had little prior experience with Perkins and was given release credits to fit in with other work to the creation of a new position that is focused on coordinating partnerships with school and business/industry. This person reports directly to the Vice President of Academic Affairs, Darrin Strosahl.
3. Strategies or activities to measure progress:
Many of the items contained in the strategic plan for NTC relate to Perkins and have been highlighted in the APR. The process to measure progress is the implementation plan and the project charters that are created for each goal within the strategic plan. Each goal is written in the SMART format with timelines and measurements. See attached Strategic Plan and Example Project Charter.

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

1543428907743_Strategic Plan 2018-2023 Northwest
Technical College Overview.pdf

[Upload any additional supporting documents here.](#)

1543428907748_NTC Project Charter 2.1.A Student Success
Center.pdf

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

NCVCC - Secondary

The key word for this year is: Transition. At the NCVCC office we are in the process of reviewing all old documents (Approx. **15 full boxes** of old files) to update/archive all of our current records. The backlog begins in 1981. This is vital in the updating of the Policies and Procedures Manual which were last updated . . . in 1981. A goal has been set to have at least two sections of the manual updated/completed for approval by the board by the November, 2018 meeting.

It isn't just a learning curve we're dealing with, it's a clean-up of all past records and a creation of methods of effectiveness for processes such as allocation of funds and data collection/recording. There is also a transition to becoming a source of connection with business, industry, and post-secondary institutions. Updating in all areas is currently underway so that future reporting can be precise and generate useful information that will be used for future grant opportunities. The goal of a seamless pathway for programs of study is also a major focus; this will be done by fully articulating programs of study with Northwest Technical College and brokering with other post-secondary schools. As a first step, NCVCC issued the Handbook to all teachers, administrators, financial staff, and other staff as necessary to all be informed of the major Carl D. Perkins policies and procedures.

NCVCC – Post Secondary

Our work within Perkins, has room to grow based on the past performance and the turnover in staff involved with the Perkins grant. Turnover in the administration has been even greater and this has caused some erosion, yet there is great opportunity to strengthen partnerships and improve CTE throughout our consortium. As the college engaged in a strategic planning process, Perkins goals were in alignment of the desired future for the college. Time spent learning, discovering, and planning will aid our efforts in the coming years. As we bring on a new Student Success Center Director, we will need assistance with identifying and implementing best practices for special populations. In the same manner, as we bring on a Coordinator of School and Industry Partnerships, we will need assistance through mentoring and professional development for the new person to ensure we dramatically improve our Perkins work.

Attachments

Budget Goal 1

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

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

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

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Executive Summary

Northwest Technical College's strategic plan, titled "Building Bridges, Transforming Lives," seeks to elevate the technical college's service to the greater Bemidji region, state of Minnesota and its people. This five-year plan (2018-2023) includes four institutional priorities that will help ensure that NTC's continued development aligns with and advances system-wide priorities of student success; diversity, equity, and inclusion; and financial sustainability.

Priorities in the strategic plan emerged during an extensive and multi-stage process from September 2017 through April 2018 that involved hundreds of the university's and college's employees and students, as well as scores of regional stakeholders. A cross-campus Strategic Planning Committee, guided by a Steering Committee co-chaired by President Faith C. Hensrud and Vice President Darrin Strosahl, drew on the contributions and feedback of these participants to shape and refine the plan for implementation from July 2018 through June 2023.

The four priorities focus on workforce needs, student success, community and business partnerships and customized training. These priorities, and their supporting Goals and Key Activities, also have a synergistic intent.

Four Strategic Priorities:

1. Increase NTC's responsiveness to workforce needs
2. Improve/Increase student success to include retention, graduation rates, and job placement.
3. Enhance community, business, and education partnerships
4. Establish and implement a customized training program to become the provider of choice for business and industry in our region.

The strategic plan's success will be measured against the goals within each priority, and progress toward goals will be evaluated against annual benchmarks. The plan will be adjusted as needed in response to changing external conditions and system-wide priorities during its five-year horizon. Above all, the plan will serve as a touchstone and guide for Northwest Technical College's commitment to achieve improved fiscal stability and enrollment growth.

Institutional Priorities



The infographic consists of four horizontal bars, each representing a priority. Each bar contains an icon in a diamond shape, the priority number, and a brief description. The bars are colored as follows: Priority 1 (light blue), Priority 2 (yellow), Priority 3 (medium blue), and Priority 4 (light yellow). At the bottom, there is a black bar with the text 'STRATEGIC PLAN 2018-2023' and the NTC Northwest Technical College logo.

PRIORITY 1:
Increase responsiveness to workforce needs

PRIORITY 2:
Improve/increase student success, including retention and graduation rates and job placement

PRIORITY 3:
Enhance community, business, and educational partnerships

PRIORITY 4:
Establish and implement a customized training program to become the provider of choice for business and industry in the region.

STRATEGIC PLAN 2018-2023 

Strategic Priority 1: Increase NTC's responsiveness to workforce needs

Goal 1: Strengthen relationships with program advisory board members to ensure NTC's program curriculum meets their needs as well as regulatory/state standards.

Key Activities:

- a. Create and complete a program advisory board strategic plan by Spring 2019.
 - Revisit mission and vision of advisor boards.
 - Review and update advisory committee handbook.
 - Develop advisory board structure.
- b. Make needed academic changes to curriculum and recommendations to AASC.

Goal 2: Establish program priorities and ensure workforce skills meet the needs of regional business and industry.

Key Activities:

- a. Identify work force needs to create and offer one new program each year.
- b. Reach out to employers and former students to determine if program provided preparedness for the work force by Fall 2019.

Goal 3: Strengthen business and industry relationships to establish and maintain student experiential learning starting fall 2019.

Key Activities:

- a. Explore models of experiential learning across all program areas by fall of 2019.
- b. Establish guidelines and process for incorporating experiential learning into academic programs by Spring 2020.

Strategic Priority 2: Improve/Increase student success to include retention, graduation rates, and job placement.

- Tutoring/study skills
- Early alerts
- Student organizations
- Soft skills
- Diversity/equity

Goal 1: By fall of 2023 Increase the persistence/completion rate for degree seeking students from 66.7% to 72% AND completion rate from 55.3% to 65%

Definition of persistence/completion rate: Percent of fall entering cohort of full-time regular and transfer students who have been retained, graduated, or transferred by the second fall term following original fall enrollment (Minnesota State metric).

Definition for completion rate: Percent of fall entering cohort of full-time regular and transfer students who have completed by the end of the third spring after entry (Minnesota State metric).

Key Activities:

- a. Create a Student Success Center, staffed by retention counselors, to provide student support services by Fall 2019.
- b. Promote student engagement through comprehensive orientation programming, celebrating academic milestones, and co-curricular opportunities beginning Fall 2018.
- c. Create a retention program that addresses barriers to continued enrollment by Spring 2019, including financial support, early alert support, and tutoring services.

Goal 2: By fall of 2023 Increase the job placement rate from 86.7% to 92%.

Definition of job placement rate: Percent of institution graduates in a fiscal year that reported they were employed during the year after graduation in a job that was related to their program or major (Minnesota State metric).

Key Activities:

- a. Implement a work place preparation program outlining expectations for the work place that includes verification of skills by Fall 2019.
- b. Develop resources for students to explore programs, create resumes, practice interviews, and search for employment by Spring 2019.
- c. Engage with faculty to support the job search for students and collect job placement data by Fall 2018.

Goal 3: By fall of 2023, increase completion ratio for students of color from .64 to .80

Key Activities:

- a. Create and establish a center for diversity on campus by fall of 2019.
- b. Establish an American Indian advisory committee spring of 2019.
- c. Develop and implement retention strategies and co-curricular diversity programming focused on students of color and American Indian students by fall of 2018.

Strategic Priority 3: Enhance community, business, and education partnerships

- Build NTC Brand/Identity
- Articulations
- Fundraising
- Leveraged equipment
- Image of technical education

GOAL 1: Increase NTC enrollment each year as measured by FYE, reaching 800 FYE in 2023.

Key Activities:

- a. Develop a recruiting plan and goals for each program by fall 2018 to include regional high school visits
- b. Work closely with BHS career academies to increase enrollment resulting in an increase of at least 5 students per year into NTC.
- c. Establish close ties with tribal colleges to increase enrollment into NTC by at least 5 students per year.
- d. Review and manage articulation agreements with high schools and college partners.

GOAL 2: Increase the use of leveraged equipment funding each year to reach the level of maximization by 2021. Yearly goals are 2018= \$50,000, 2019=\$150,000, 2020=\$250,000

Key Activities:

- a. Create a leveraged equipment plan that establishes leveraged equipment needs and goals by program by fall of 2018.
- b. Establish leveraged equipment goals by program by fall of 2018.
- c. Work closely with the foundation to create strategies to accomplish fundraising goals from individuals, corporations/businesses, and foundations.

GOAL 3: Revise the mission and vision of NTC by spring of 2019.

Key Activities:

- a. Using the strategic plan, engage discussions to establish a new mission and vision for NTC with board approval by spring of 2019.
- b. Explore the process and value of a college name change based on the new strategic plan, mission, and vision by fall of 2019.

Strategic Priority 4: Become the customized training provider of choice for business and industry in our region.

Goal 1: Develop a plan and identify staffing needs by the end of the Fall 2018 to strengthen customized training.

- a. Develop the partnership with NHED.
- b. Assess the training needs of employers within the region by the end of Fall 2018.
- c. Inventory the customized training resources within our region by March of 2019.

Goal 2: Deliver customized training in a financially sustaining manner by June 2020.

- a. Identify process of determining course and cost analysis that includes acceptable margins and exceptions, with a goal for breaking even for overall programming.
- b. Create a marketing plan for customized training programs that includes a calendar of available training.



Northwest Technical College

BEMIDJI, MN

STRATEGIC PLAN PROJECT CHARTER TEMPLATE

Project Title: 2.1.A Student Success Center

Creation Date:

Problem Statement: *(why are we engaging in this project? What has precipitated the need for this project?)*

Need to increase student retention and persistence.

Description: *(what we are trying to accomplish, one or two sentences, usually starts with "This project will...")*

This project will create a Student Success Center during the 2018-2019 academic year with intent to plan for additional staffing of retention counselors by 2023. This will coordinate other student support staff and services at NTC.

Goals: *(why are we doing this)*

Improve/increase student success to include retention, graduation rates, and job placement.

Stretch Goals:

Project Manager: Michelle Frenzel

Sponsor: *(Who is charging this team?)* Darrin Strosahl

Stakeholders: *(Who cares about this? Who is affected?)*

AIRC, proctors, tutors, center for diversity, equity, and inclusion, student senate, librarian, student advising and career advising, human resources

Project Team Roles: *(Who will work on this and what is their role)*

Hiring committee for the Student Success Center Director position

Ann H and Bill B- input on the role and function of the student success center

Jesse Grant- input on the role and function of the student success center

Michelle Frenzel- input on the role and function of the student success center

Darrin Strosahl- input on the role and function of the student success center

Human Resources- position approval, classification, posting, hiring process

Additional Subject Matter Experts: *(who may have additional information pertinent to this project.)*

Human resources—position creation and hiring process

Tools and Resources/Communication: *(What is available to the group to accomplish its work-money, people, etc. What will the group need to acquire to accomplish this work?)*

Part of the planned budget for 2018-19

Deliverables: *(what the group is being asked to produce, nouns that name the things that will exist as a result of the project)*

Position description

Hiring of the Student Success Center Director

Space plan configuration

Assumptions: *(Givens relative to process and outcomes)*

This is key to 2-1-B, C, 2-2, and 2-3-A,B,C

Scope: *(what are the boundaries for the project? What is in scope? Out of scope?)*

Limited to enrolled students, not addressing recruitment or admissions

Measurable Results: *(How we will know we are successful with this project)*

Position description approved

Position filled

Space plan completed

Timeline and Milestones: *(Deadlines for major accomplishments and completion of the project)*

Position description by September 1, 2018

Hiring completed by Nov 30, 2018

Space plan completed by April 1, 2019

Risks: *(What could derail this project? How will risks be mitigated?)*

Union response to new position

Low candidate pool

Ability to bring different perspectives together

