



Status Report

02084-FY18 Pine-to-Prairie Northland Consortium

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)?

Secondary: The secondary coordinator meets with principals four times a year and with school counselors two times per year. Individual schools are also visited at least two times per year depending on the location and needs of the school. During these meetings the coordinator reviews 1S1-6S2 data to ensure stake holders understand the importance of individual education plans for each student in the district. It's important to note that career and college readiness plans for each school district are not static and will be changing constantly as a result of legislation, curriculum changes and student needs.

Technical skill assessments were given in all seven of the Pine to Prairie Programs of Study. A target goal of 50% passage was surpassed with an actual percentage of 64.06%. It's my belief that this percentage will continue to increase as instructors become more confident and comfortable with the curriculum and testing materials.

Although Perkins funds are limited at both the secondary and postsecondary level, we continue to support our programs by purchasing modern tools and equipment. CTE instructors at both the secondary and postsecondary levels request equipment from the Perkins coordinators which will enhance and align their programs to industry standards. Local as well as Perkins dollars are used at both the secondary and postsecondary level to purchase modern, industry standard tools and equipment.

NCTC continues to host the Pioneers Robotics Vex Robotics Competition Tournament the 2nd of Dec 2017 in the TRF campus gymnasium. MN has over 150 teams and a total of 50 teams from Northwest Minnesota competed in the event. This robotics competition was sponsored by the 360 Center of Manufacturing Excellence, Digi-Key Electronics, Philadelphia Macaroni Company, Central Boiler, and SMC Corporation. Northrop-Grumman Corporation established a collaborative agreement with NCTC regarding unmanned aircraft systems (UAS). This year was the first full cohort of students to be trained on the new equipment. http://www.northlandcollege.edu/now/news/view.php?news_id=1622 Northland conducted Multiple DroneTech UAS Summer Camps this year at multiple locations ranging from the WOTN Airshow, the Boy Scouts Basecamp and at the Northland Aerospace facilityB. This camp was designed for students in grades 9-12 who are interested in aviation and technology. A DroneTech Educators' Workshop was conducted August 8-10, 2016. This workshop was designed to help secondary and post-secondary educators incorporate UAS technology into existing STEM education at their schools/colleges. <http://www.northlandcollege.edu/aerospace/dronetech/>

NCTC technical programs were represented at the Northern Valley Career Fair the 1st of November 2017 in Grand Forks, ND. Sixteen technical programs representing ten different career pathways were represented at Northern Valley.

Advisory committee meetings were held at the college in both spring and fall semesters. These meetings provided opportunities for business and industry representatives to provide input on POSs.

Northland negotiated a deal with Altru Health System to support our Respiratory Therapist AAS degree program. The Respiratory Therapist program at Northland has had low enrollment for some time and it has been an expensive program to conduct. Because the program serves a valid need for the local economy, our largest health organization, Altru Health Systems, agreed to support our program by reimbursing the college the equivalent of tuition costs for up to six students when second-year enrollment falls to less than 12 students. This provides financial support for the program while also ensuring that Altru Health System has a constant supply of new respiratory therapists.

Northland developed and implemented a new Manufacturing Process Technology AAS degree program. This program prepares students for technical careers in the manufacturing industry. It provides students with strong technical competencies in mechanical, This program was developed with cooperation and support from local manufacturing businesses. The Pine to Prairie/Northland Consortium applied for, and was awarded a Career Pathways Continuous Improvement Project (CPIP) grant in the amount of \$19,620 to develop a new Rigorous Program of Study in the Manufacturing Production Process Development pathway. This program has also brought on an industry partner that is providing 2 employees per semester in the Associate degree program.

Northland also held two DACUM events in collaboration with a NSF project. The two areas were for Small Unmanned Aerial Systems (sUAS) and Geospatial Information Systems (GIS).

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

Secondary: Due to a renewed emphasis of the importance of CTE programs at the national, state and local level, we are seeing an increase of secondary Pine to Prairie students participating in CTE programs. In 2013-2014 there were 2908 students enrolled in CTE programs and in 2014-2015 there were 2936 students enrolled. During the 2015-2016 school year we had a total of 3100 students taking CTE courses. 2016-2017 saw an increase again with a total of 3226 students enrolled in CTE courses.

Our CTE student graduation rates have been high and we expect to maintain these targets. In 2015-2016 our 3S1 target was 99 percent with an actual of 98.91 percent. 2016-2017 data showed an increase to 99.31 percent graduation rates. This is a very high graduation rate that we are all very proud of. Our 4S1 student graduation rate was 96.46 percent with a target of 94 percent.

At the postsecondary level, the total headcount of Northland CTE students was 1,424 in reporting year 2018 compared to 1,329 the prior year (reporting year 2017/cohort entry year 2015). For reporting year 2018, the percentage of completers, concentrators, and participants was as follows:

Completers	28.86%
Concentrators	17.28%
Participants	53.86%

NCTC enrollment overall has been in a steady decline during the period FY2014 through FY2018. At the same time, the total number of completers, concentrators, and participants decreased less than 7%. This shows that despite declining enrollment overall, CTE enrollment remains steady by comparison. One can conclude that students perceive CTE as having value.

With our close proximity to North Dakota, many NCTC graduates pursue employment in Grand Forks, ND and surrounding areas. Altru Health System was the largest employer for Grand Forks County, ND in 2016. According to US Census Bureau 2016 estimates and Bureau of Labor Statistics data from May 2016 (latest data available), North Dakota has the third-highest density of healthcare workers in the nation with 50 per 1,000 residents. Minnesota falls closely behind with 47 medical workers per 1,000 residents. As the population continues to age, healthcare occupations will continue to be the major employers in northwest Minnesota and eastern North Dakota in the coming years. Therapeutic Services and Diagnostic Services POSs will therefore continue to be popular for the Pine to Prairie/Northland Consortium.

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

Pine to Prairie is seeing an increase in the number of schools who are using the Ramp-up to Readiness curriculum developed by the University of Minnesota. Ramp-Up to Readiness is a school-wide advisory program that features an engaging and interactive series of activities designed to help all students graduate from high school ready for postsecondary success. Schools report that the curriculum is extensive with good resources for students of all ages. Another activity that is having excellent results is the Minnesota Career Information System (MCIS). 21 schools participate in the Pine to Prairie Consortium with a total of 14,027 logins. The MCIS system has a wealth of information to help students make informed career and college readiness decisions as well as having the opportunity to research scholarships and take practice ACT exams.

Therapeutic Services is the most successful POS in the consortium due to the number of students who pursue credentials in the medical areas, especially in nursing. Northland students majoring in programs within the Therapeutics Services pathway account for over 20% of all students who have declared majors. Many of the 29 high schools in the consortium offer courses in the Therapeutic Services POS. Courses such as Health Occupations, Medical Terminology, Anatomy & Physiology, Psychology, and Ethics are available for college credit either through College in the High School or Online College in the High School (OCHS). Of course, many of these courses also apply to the Diagnostic Services POS, which is why these two POSs are designated as RPOSs in the Pine to Prairie/Northland Consortium. Online College in the High School (OCHS) continues to be very popular in our consortium and important for secondary students to have a wide selection of options for college credit in the rural communities of our consortium.

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?)

Secondary: Within the Pine to Prairie/Northland consortium there are separate advisory committees for secondary and postsecondary. The consortium consists of 28 schools spread across northwest Minnesota. Distance and time make it difficult for combined advisory committees. At the secondary level we have some schools in smaller towns that have a joint advisory committee. Representatives from the town serve on these joint committees, but each CTE program area is represented on the committee. It's important to note that most of our schools use separate committees for each of the CTE areas. The consortium director attends the postsecondary advisory committee meetings and encourages secondary teachers to participate in the postsecondary committee meetings, but distance, coaching and family responsibilities makes this difficult.

Northland has advisory committees for all CTE degree, certificate, and diploma programs at the college. These committees meet twice per academic year—once in the fall semester and once in the spring semester. Specific dates are identified in spring and fall, usually in October and March, and a banquet dinner is held for all advisory committee members prior to breaking out into individual group meetings. Individual programs can conduct their semi-annual advisory committee meetings at other times, if necessary, for the convenience of members. Northland has assigned program-specific advisors to all CTE programs; academic advisors attend one or more advisory committee meetings each semester for their assigned programs. Academic deans make their rounds to the meetings for programs under their supervision. Northland has an open invitation for secondary teachers from throughout the consortium to attend advisory committee meetings, but the college has had mixed success in getting teachers to attend. This is due, in large part, to the additional commitment of time in the evening and distances they must travel to get to the college. The secondary and postsecondary coordinators will continue to promote secondary teachers' attendance at college advisory committee meetings as this will promote greater understanding of programs of study within the consortium. Examples of some college advisory committee minutes (Nursing and Radiologic Technology) are attached in the APR Attachments section at the end of this report.

Both the East Grand Forks and Thief River Falls campuses of NCTC have community advisory committees. These groups include representatives from local businesses, educational institutions, and government. Twelve to fifteen individuals attend each committee meeting. A list of community advisory committee members is included in the Attachment section of this report (Community Advisory Committee Members 2017-2018).

Northland also has a College in the High School Advisory Committee that meets annually each fall.

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

Secondary: Pine to Prairie has several instructors who work with area businesses during the summer months to gain experience and expertise in their curriculum areas. This provides teachers the opportunity to network with area business leaders and transfer their knowledge and skills directly to their students in the classroom during the school year. Marvin Windows gives free windows and doors to Marshall County School to be used in their construction course where the students build a cabin that is raffled off at the completion of the school year. Other examples include area businesses who donate materials to the super mileage competition held each year at the Brainerd International Speedway. Super Mileage is a competition where students design and build a car equipped with a small gas engine for the purpose of traveling the longest distance on the least amount of fuel. Many area businesses open their doors for tours so students can gain an up-close look at possible career opportunities.

At the postsecondary level, program advisory committees provide invaluable support and guidance to CTE programs. Prior to any program changes, advisory committees review changes and provide their input, and recommend approval or disapproval. It is important for program faculty to obtain advisory committee support for course or program changes because without this support, proposed changes rarely are approved. When program changes are reviewed by the college's Academic Affairs and Standards Council (AASC), they look for the advisory committee's "seal of approval" prior to voting to accept any course or program changes. If the program advisory committees don't support a change, the AASC usually doesn't vote to approve it either.

Northland's advisory committees typically perform the following tasks:

- Review TSA results
- Review proposed changes to curricula and academic programs
- Provide input on course and program revisions
- Support development of articulation agreements
- Advise on the development of new degree programs
- Provide opportunities for job placement
- Advise on equipment purchasing
- Provide input regarding trends within the industry
- Make suggestions on program marketing
- Assist with meeting accreditation requirements
- Assist with internships and clinical experiences

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?

Secondary: Through our business and industry partners we have over 100 students that are part of formal work-based learning opportunities. Digi-Key in Thief River Falls employs several interns each year as does Polaris Industries in Roseau. In Bagley, Team Industries is working with 6 students in an approved apprenticeship program. East Grand Forks has a work-based Handicapped program with 17 students who are placed with employers. Fosston has a school-to-work program with 8-12 students being placed in local businesses. It's important to note that in many of our small towns students work in local businesses to gain experience but they are not part of a formal work-based program.

Northland students in the building trades programs gain valuable hands-on experience through a shared house-building project. In partnership with the Forx Builders' Association of Grand Forks ND/East Grand Forks MN, Northland students in the respective programs design, build, wire, plumb, and heat a house every year. In this context they apply their technical skills on an actual construction site. Students in the Architectural Technology program actually have a competition to design the project house each year. Design and building of the Northland project house involves approximately 100 students each year (depending upon enrollment) in the Construction and Design/Pre-construction pathways.

Students in the spring Marketing Management class adopt a local business and develop a marketing plan for them. This is a semester-long project. Students are required to meet with representatives from the business and obtain data and other input from them to develop the plan. The completed marketing plan is presented to the business at the end of the semester. Up to 40 students per year in Northland's Sales, Marketing, and Management AAS degree program are involved in this project. This falls within the Marketing pathway.

Altru Health System employs at least two Radiographic Technology students during their second semester to work as "student radiographers." They work and train as Altru employees throughout the duration of the program. At program completion, if there are employment opportunities available, they will be hired as Registered Technologists. Altru's plan is to always have two work-ready graduates to fill positions each May that have essentially completed the Altru training process and are immediately available for employment. This program falls within both the Diagnostic Services or Therapeutic Services pathways.

Northrop Grumman has opened paid internship opportunities at their new facility at Grand Sky commercial aviation and business park in Grand Forks County, North Dakota. NCTC aviation maintenance and UAS students will be able to take advantage of these opportunities in the near future. This falls within the Facility and Mobile Equipment Maintenance pathway. Occupational Therapy students volunteer their services at Good Samaritan Center in East Grand Forks, the North Dakota School for the Visually Impaired in Grand Forks, and at Valley Memorial Homes. Northland's Occupational Therapy AAS has a maximum enrollment of 24 new students each fall. Occupational Therapy is within the Therapeutic Services pathway.

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?

At the secondary level the most successful activity is keeping administrators, teachers and counselors aware through our meetings that we do track the number of special populations enrolled in the Pine to Prairie CTE programs. During the 2016-2017 school year, 2867 unduplicated students were enrolled in CTE courses. The Pine to Prairie consortium administration and teachers do an outstanding job working with special populations. One of the keys to our success is our ability to clearly communicate with administrators, counselors, and teachers about the important role CTE courses play for students of special populations. The coordinator reviews current literature and research related to special populations and forwards this material to the participating schools. The ultimate goal is to ensure that all students are treated fairly and equitably in the workforce.

At the postsecondary level, providing tutoring services to students was the most successful service provided. This service by far had the largest impact on the success of CTE students due to the number of students reached through this program. Eleven full- and part-time tutors provided excellent service to students through Northland's Academic Success Centers on both the East Grand Forks and Thief River Falls campuses.

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

Approximately 68% of the students in secondary CTE programs come from special populations with approximately 43% coming from the economically disadvantaged category. The Perkins coordinator emphasizes the importance of non-traditional enrollment to the administration, counselors and teachers. In 2017 Pine to Prairie had a 6S1 of 32.64% and a 6S2 of 23.93% of CTE enrolled students. Through communication with teachers, the coordinator emphasizes that in small schools with limited enrollment you have to actively attract non-traditional students to help support and sustain the CTE programs. Most CTE teachers also teach 7th and 8th grade students with an emphasis on exploratory curriculum designed to engage and encourage students to pursue their interests in a CTE classroom once they reach high school.

According to the latest cohort data, over 72.4% of Northland students identify themselves as academically disadvantaged. This is by far the largest special population category at the college and is therefore the reason why we invest Perkins resources into tutoring services provided in our Academic Success Center.

The next largest special populations category at Northland is "economically disadvantaged," which exceeds 37% of CTE students. The Northland Foundation provides numerous opportunities for students to apply for scholarships to assist with the cost of tuition and fees. The amount of scholarships awarded exceeds \$100,000 annually. Tuition at Northland has held steady with no increases since FY2013.

Northland provides robust counseling services at both campuses. Full-time counselors are available at each campus to support all students, but especially special populations students who may have a greater need for counseling services. Counselors, advisors, and faculty recognize the unique circumstances that can negatively impact special populations students and work closely with these students to help them achieve academic success.

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.

In reviewing the data from our Perkins reports, we realized that 68% of the students enrolled in our CTE programs come from special populations. This figure has stayed fairly consistent in the past few years. In looking at the data from our individual schools, it was noted that the majority of our schools do an excellent job in meeting the goals of non-traditional participation and non-traditional completers. In the schools that are below target discussions are held with the consortium director, teachers and administrators to look for ways to improve. It's important to note that in small school districts, slight variations in class enrollment can show dramatic effects on the data collected.

I'm excited for the opportunity to present two new reports during my administrative principal and superintendent meetings. The first one is the Waterline Report which will show all the Pine to Prairie secondary schools in the consortium and how their individual results on the performance indicators compare to all other districts. The second report is the snapshot report which will allow individual districts to track their performance over a three year period. The report will show school leaders the consortium rate, the state rate and a graph with a three year trend. My hope is this will generate discussion on ways to improve those districts that are not meeting expectations and to celebrate those that are and to look for trends that can be repeated in other districts.

In reviewing the data from our Perkins reports, we realized that 66% of the students enrolled in our CTE programs come from special populations. This figure has stayed fairly consistent in the past few years. In looking at the data from our individual schools, it was noted that the majority of our schools do an excellent job in meeting the goals of non-traditional participation and non-traditional completers. In the schools that are below target discussions are held with the consortium director, teachers and administrators to look for ways to improve. It's important to note that in small school districts, slight variations in class enrollment can show dramatic effects on the data collected.

As a new postsecondary coordinator I have reviewed the EPM 11 data sets and I am working to utilize Perkins cohort and snapshot data to monitor success rates for students in the following special populations categories:

- Students with disabilities
- Economically disadvantaged students
- Nontraditional students
- Single parents/single pregnant women
- Displaced homemakers
- Students with limited English proficiency

From this assessment, we hope to see increases in both graduation and retention rates for these students. This should be reflected by increased 2P1 and 3P1 rates.

In reviewing the latest cohort data, we see that overall, 3P1 rates have decreased in the 2018 reporting year over 2017, but 2P1 rates have increased for the same period. The 3P1 rate increased from 24.52% to 22.68% while the 2P1 rate decreased from 59.38% in 2017 to 62.56% in 2018. The retention or transfer rate has decreased while the credential, certificate, or degree completion rate has increased slightly. This allowed us to meet both targets in 2018.

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.

The Pine to Prairie/Northland Consortium offers CTE College in the High School courses (CIHS), Articulation and Online College in the High School (OCHS). For 2017-2018 we had articulations in Health, Business and Transportation. Northland Community and Technical College had 15 high schools participating in the College in the High Schools program, offering 75 courses. Over 400+ high school students participated in CIHS courses through Northland in the 2017-2018 school year. 97% of all course grades were a C or higher. College in the High School programs for both academic and CTE courses are becoming more difficult because of the Higher Learning Commission's insistence that secondary teachers have a Master's Degree in the subject or a Master's Degree in another field and 18 credits in the discipline. High school CTE teachers have to meet the qualifications set by the college in order to teach CIHS courses which can be difficult to achieve. The OCHS program has been an effective avenue for students to receive college credit in both the academic and CTE areas. OCHS courses are taught by the college faculty so there are no concerns related to teacher qualifications. The OCHS program has seen tremendous growth. In 2016-2017 over 44 high schools participated with over 1000 registered seats. The completion rate for these students is an impressive 97 percent.

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

Credits earned by high school students in the College in the High School (CIHS) program are included on their Northland College transcripts because they are actually registered as NCTC students taking Northland College courses. OCHS credits are also transcribed directly on the student's college transcript just like any other course. There is no way to tell from the transcript whether a course is CIHS, OCHS, or a traditional college course; all three course types are transcribed in the same way. When a high school student enrolls in an OCHS course, they also enroll in the college of their choice which may be either Alexandria Technical & Community College, Northwest Technical College, or Northland Community and Technical College.

High school students completing articulated courses with a grade of "A" or "B" can receive college credit for the courses from NCTC. The teacher notifies the secondary Perkins coordinator that a student has successfully completed a course. The Perkins coordinator sends a congratulatory letter to the student's parents and sends the student a certificate. When the student enrolls at NCTC and presents his or her certificate(s), they are awarded college credit in accordance with the specific agreement.

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?

The secondary and post-secondary Perkins coordinators meet on a bi-monthly basis to discuss the Perkins goals and activities that need to be accomplished throughout the year. In addition, the two coordinators have common meetings throughout the year where they meet as well.

All superintendents and college administration meet in the fall to discuss issues affecting CTE such as the cost of tuition for CHS, and OCHS. The mobile manufacturing and welding lab trailers are discussed and student success stories are shared. These trailers house cutting edge technology and are shared among schools in the Pine to Prairie consortium. During the 2017-2018 school year, 15 schools signed up and used the Mobile Welding Labs and Mobile Manufacturing Labs which impacted approximately 540 students.

A meeting was held in April of 2018 to discuss articulation agreements between consortium high schools and the college. The meeting was attended by both secondary and postsecondary coordinators along with college administrators and high school teachers representing programs being considered. An overview of past articulations was conducted and new articulations were reviewed and approved in the health diagnostics pathway. Articulation agreements for two high school courses were discussed. Students who complete these courses at their respective high schools will be given a certificate which can be taken to NCTC where the student will receive college credit once they are enrolled at the college.

The Pine to Prairie coordinator meets November through March with the Pine to Prairie Principals. He meets monthly with the superintendents from September through April, and meets with counselors two times a year at the Northwest Counselors meetings. The Perkins coordinator meets with CTE teachers at least twice a year during school visits. In addition, both the secondary and postsecondary Perkins coordinators attend the state MDE/MACTA meetings.

The Perkins secondary coordinator worked closely with NCTC administrators and faculty to design and obtain funding for two mobile manufacturing labs and two mobile welding labs to be used throughout the consortium high schools. In 2016-2017 the research was done and the appropriate equipment was purchased along with the trailers. All trailers were utilized for the 2017-2018 school year. These trailers house cutting-edge technology to be shared among schools in the Pine to Prairie consortium. These mobile labs will allow students to be exposed to CTE fields that they might not otherwise experience. Northland faculty identified the equipment to be purchased for the mobile labs, all of which is portable and can be set up quickly. These labs include simulated equipment such as welding simulators that can be used without having to be concerned about the normal safety requirements needed when using actual equipment. Also, simulators allow for savings in the recurring costs of having to purchase supplies and materials for the training. NCTC faculty continues to meet with high school teachers to provide training on set-up and use of the equipment. A rotation schedule has been set up for all consortium high schools for the academic year and these mobile labs move from one high school to another. This is especially important for small, rural schools that don't have the capabilities to conduct these types of CTE courses otherwise. Training provided through the use of these mobile labs ties directly to postsecondary programs at Northland in welding, electronics, and manufacturing, thereby strengthening these programs of study.

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

The leadership team at the secondary level consists of the Carl Perkins coordinator and three superintendents who make up the executive team. At the postsecondary level the leadership team consists of the Carl Perkins coordinator, the Deans of the CTE programs, and the Vice-President of the college. The secondary Perkins leadership team meets monthly with the other superintendents in the consortium to discuss Perkins activities, report on progress of the grant, and to discuss Perkins targets and how we can improve. The Perkins coordinator also reviews the activities of the grant that were conducted during the previous year as well as reviewing results of 1S1-6S1.

The postsecondary coordinator meets weekly throughout the year with the deans responsible for technical programs and the vice-president for academic student affairs. During these meetings college leadership has the opportunity to discuss Perkins activities, report on progress of the grant and to discuss the budget as it relates to Perkins funds and the expenditure of these funds.

The secondary and postsecondary Perkins Coordinators communicate with each other at least once a month to discuss meetings and activities. The leadership team reviews the results of the prior year's grant and discusses goals for next year's grant.

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

The Perkins secondary and postsecondary coordinators work with their respective administrators at the college and the high schools to determine what activities or projects are needed for the consortium as a whole. A good example for Pine to Prairie/Northland was the need for skilled labor in manufacturing and welding. Because of this need, Pine to Prairie and Northland received the mobile manufacturing and welding legislative allocation. The implementation of the grant took place in 2016 with instructor training occurring in August of 2017 on how to properly set-up and use the manufacturing and welding equipment. After discussion with teachers and administrators it was determined that additional training was necessary so another teacher training workshop was conducted in June of 2018 for the mobile manufacturing lab. Training videos were created making the process of teaching the curriculum easier for the instructors.

At the secondary level administrators and instructors are contacted through a survey in the spring of the year before the plan is written. The survey lists all of the eligible expenditures through Perkins such as MCIS, specialized supplies, equipment, professional travel, and new curriculum development where schools can spend Perkins dollars. The CTE teachers and administration in each school then complete the survey as a group and submit their requests to the coordinator. Although all requests cannot be met because of a lack of Perkins funds in rural consortiums, the coordinator does his best to meet the needs of the participating schools.

At the postsecondary level, program faculty identify needs to their division chairs annually. Administration reviews these requests and with input from the division chairs, develops a priority schedule for program purchases to be made. College administrators coordinate and agree on where Perkins funds will be applied based on these priorities. The postsecondary coordinator briefs administration and division chairs on the status of the Perkins Grant throughout the year and provides guidance on how Perkins Grant funds can be used to enhance CTE programs. For Perkins Grant funds used to fund salaries, the postsecondary coordinator works closely with College administration to determine which positions will be funded with Perkins dollars and to what level.

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

The Pine to Prairie Cooperative and Northland Community and Technical College are continually looking at other sources of funding to further improve the education and career opportunities for our high school and college students. During the 2016 legislative session Pine to Prairie/Northland Community and Technical College and Lakes Country Service Cooperative received a \$900,000 grant for mobile manufacturing and welding labs.

CTE equipment for all programs has become very expensive. The participating school districts do a great job of leveraging the Perkins dollars with local dollars to purchase equipment for the CTE programs. This past year examples of equipment purchased include: DeWalt Miter Saw, Jet Drum Sander, Shopbot CNC Machine, Plasma Cutter and several Embroidery Machines.

Pine to Prairie is currently working with Northland Community and Technical College for funds to enhance our College in the High School CTE courses. The funds would be used to develop CTE college course curriculum that could be used by the high school CTE teachers. When using this curriculum the students would receive transcript college credit.

Pine to Prairie/Northland Community and Technical College applied for and received a Minnesota Career Pathway Continuous Improvement Project (CPIP) grant. The goals of this grant was to develop a RPOS in manufacturing production process development, develop relationships with industry partners to identify future work based learning experiences, develop a pipeline of skilled workers for northwest manufacturers, engage business and industry partners and to expose secondary students to opportunities in manufacturing careers. In meeting with the instructor at Northland, it was determined that developing a RPOS would not be possible due to a lack of TSA options. It was determined that a better use of the funds would be to create training videos that the secondary instructors could use to improve their instruction. A workshop was conducted in June of 2018 for teachers to test out the videos and recommend changes. The videos were then edited and available for the teachers to use during the 2018-2019 school year. This "Plug and Play" method of instruction allows teachers to match the instruction to the needs of the students in the classroom.

Along with the aerospace renovations at the Thief River Falls airport, related industries have partnered with NCTC, providing equipment donations, job placement, and industry expertise to guide curriculum to what our students need to be successful. Continued equipment donations include Minnesota-based manufacturer Sentera LLC, donating many small UAS including fixed-wing and multi-rotor systems and camera sensor payloads. Partnerships such as these are paramount to setting our students up for success by allowing them access to work on the technology they will find after graduation.

NCTC has received several grants totaling nearly \$3.0M that impact CTE in our consortium. A summary of these grants follows:

- Dept of Labor (TAACCCT), Learn, Work, Earn MN Advanced Manufacturing Partnership, \$649,567
- National Science Foundation (NSF), UAS Integration into Technical Education, \$599,894
- NSF, Discover Revolutionary Opportunities with Newly Educated Technicians, \$199,930
- NSF, 360 Manufacturing and Applied Engineering ATE Regional Center of Excellence, (Amount based on activity)
- MN Dept of Agriculture, Digital Imagery/Precision Agriculture, \$249,480
- Dept of Agriculture, FBM Challenge Grant, \$455,000
- Kansas State University/Federal Aviation Administration, FAA Assure, \$50,000
- MN Office of Higher Education (OHE), Ag Classes for CHS, \$22,000
- MN Office of Higher Education (OHE), Adding Ag Program to HS Pipeline, \$43,000
- MN Board of Water and Soil Resources (BWSR), Ditch Imaging, \$256,265
- Legislative-Citizen Commission of MN Resources (LCCMR), Development of Innovative Cost-Saving Methodology for Forest Inventory, \$40,000

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Therapeutics Services

RPOS Components Rating Form Health
Therapeutics 16-17.docx

Diagnostic Services

RPOS Components Rating Form Health
Diagnostics 16-17.docx

Progress Update for Programs of Study and TSA

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

At the secondary level the TSA's have continued to be a work in progress as we develop programs of study. After several years of up and down performance, I'm please to say that our TSA results for 2016-2017 exceeded our target by 28%. For 2016-2017 we continued to push the idea that all instructors should be using some form of TSA testing in their courses. One example of this is the use of Precision Exams where the standards and objectives have been industry certified and the tests follow these standards.

At the postsecondary level, TSAs are identified for all 7 state-approved POSs as indicated in our FY18 Perkins Plan. Programs that have state or national certification exams available take those exams. NOCTI exams are used for other programs. For the programs using NOCTI testing, faculty tend to make the tests available to students on an optional basis. As postsecondary coordinator, I try to convince faculty to encourage their students to take the NOCTI tests because not only will they receive feedback on what students are learning compared to those in similar programs, but we will also receive more accurate results for 1P1, Technical Skill Attainment.

Northland students in the Rigorous Programs of Study, Therapeutic Services and Diagnostic Services, continue to perform well in national certification testing in comparison to national averages. The latest testing data for students completing the Practical Nursing and Nursing AD (RN) programs are students who graduated in 2016. The class average score for Nursing AD students exceeded both state and national class averages. One-hundred percent of students in the Surgical Technology program took the national certification exam. 95% of Respiratory Therapy students who attempted the certification exam passed it. This year, 100% of Occupational Therapy students passed the NBCOT certification exam

Students in the Health Informatics pathway include Northland students in the Medical Coding AAS degree program. These students can take the AAPC CPC Exam following graduation, but Northland does not receive results from this organization on how our students performed.

Northland programs in the Facility & Mobile Equipment Maintenance pathway include Aviation Maintenance, Automotive Service, and Auto Body Collision Technology. Northland's Automotive program is NATEF-accredited and students complete ASE/NATEF end-of-program tests. Results from these exams consistently show that Northland students exceed national averages. Students in the Auto Body Collision Technology programs take the ASE exam. Aviation Maintenance students have the opportunity to complete the FAA Airframe and Powerplant Exams prior to graduation. Students in the UAS programs also have the opportunity to complete CISCO networking certification as well as certification through SpaceTEC, a national resource center for aerospace technical education.

Students in the Plant Systems pathway include Farm Operations and Management students. These students are administered the Minnesota Department of Agriculture's Licensed Non-Commercial Pesticide Applicator Exam. Program faculty to not keep track of exam results.

Although Technical Skills Assessment is robust at the postsecondary level within the consortium, there is room for improvement. The number of students completing NOCTI exams could be increased significantly, impacting those programs and 1P1 results.

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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Health Science Technology	Health Science	Therapeuti cs Services	National Occupation al Competenc y Testing Institute Health Care Core Curriculum (HCCC)	Health Occupation s	Thief River Falls	070208-02
Health Science Technology	Health Science	Therapeuti cs Services	Minnesota Department of Health Nursing Assistant Registered - Training & Competenc y Evaluation	Nursing Assisstant	Northland CTC	End of Program
Health Science Technology	Health Science	Therapeuti cs Services	National Council of State Boards of Nursing National Council Licensure Examinatio n for Registered Nurses, National Certificatio n Exam	Licensed Practical Nursing	Northland CTC	End Of Program

Health Science Technology	Health Science	Therapeuti cs Services	National Council of State Boards of Nursing National Council Licensure Examinatio n for Registered Nurses, National Certificatio n Exam	Ad Nursing - RN	Northland CTC	End Of Program
Health Science Technology	Health Science	Therapeuti cs Services	National Board of Surgical Technology and Surgical Assisting Certified Surgical Technologi st	Surgical Tech	Northland CTC	End Of Program
Health Science Technology	Health Science	Therapeuti cs Services	National Board for Respiratory Care Respiratory Therapist Technician Exam	Respiratory Tech	Northland CTC	End Of Program
Health Science Technology	Health Science	Therapeuti cs Services	National Board for Certificatio n in Occupation al Therapy Occupation al Therapy Assistants Credentiali ng Exam	Occupation al Therapy Asst.	Northland CTC	End of program

Health Science Technology	Health Science	Therapeutics Services	Pearson Vue Test Center Pharmacy Technician Certification Exam	Pharmacy Tech	Northland CTC	End Of Program
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Automotive Technician - Core	Vehicle Services	Mahnomen High School	170302-02
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Engine Performance	Auto Service Tech.	Northland CTC	End of spring semester
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Federal Aviation Administration Pre-Employment Exams	Aviation Maint. Tech	Northland CTC	End Of Program
Health Science Technology	Health Science	Health Informatics	National Occupational Competency Testing Institute Health Care Core Curriculum (HCCC)	Health Occupations	Thief River Falls	070208-02
Health Science Technology	Health Science	Health Informatics	American Association of Professional Coders Certified Professional Coder (CPC)	Medical Coding Specialist	Northland CTC	End Of Program

Health Science Technology	Health Science	Diagnostic Services	National Occupation al Competenc y Testing Institute Health Care Core Curriculum (HCCC)	Health Occupation s	Thief River Falls	070208-02
Health Science Technology	Health Science	Diagnostic Services	American Registry of Radiologic Technologi sts Radiologic Technologi st Examinatio n	Radiologic Tech	Northland CTC	End Of Program
Business, Manageme nt, & Administrati on	Business, Manageme nt, and Administrati on	Administrati ve Support	National Occupation al Competenc y Testing Institute Administrati ve Assisting	Administrati ve Support Occup.	Fertile High School	140710-38
Business, Manageme nt, & Administrati on	Business, Manageme nt, and Administrati on	Administrati ve Support	National Occupation al Competenc y Testing Institute Administrati ve Assisting	Administrati ve Support Occup.	Northland CTC	End Of Program
Business, Manageme nt, & Administrati on	Business, Manageme nt, and Administrati on	Administrati ve Support	National Occupation al Competenc y Testing Institute Administrati ve Services	Administrati ve Assisstant	Northland CTC	End Of Program

Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Precision Exams Carpentry	Construction	Win-E-Mac	171000-01
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Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	National Occupational Competency Testing Institute Carpentry	Carpentry - Residential	Northland CTC	End Of Program
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Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	National Occupational Competency Testing Institute Electrical Construction Technology	Construction Electricity	Northland CTC	End Of Program
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Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	National Occupational Competency Testing Institute Plumbing	Construction Plumbing	Northland CTC	End Of Program
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Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Precision Exams Plant Science	Ag. combined Program	Thief River Falls	019901-69
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Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Minnesota Department of Agriculture Licensed Non- Commercial Pesticide Applicator	Farm Operations and Mgmt.	Northland CTC	Agri 2260
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Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Painting & Refinishing	Auto Body Tech	Northland CTC	End of spring semester
Health Science Technology	Health Science	Therapeutics Services	Commission on Dietetic Registration Dietetic Technician, Registered (DTR) Certification Exam National Occupational Competency Testing Institute Heating, Ventilation, and Air Conditioning	Dietetic Technician	Northland CTC	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Heating, Ventilation, and Air Conditioning	Heating, Ventilation, Air Conditioning	Northland CTC	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.

At the secondary level our targets for 1S1 and 1S2 were missed by .15 and .08 and our targets for 6S1 and 6S2 were missed by .04 and .28 respectively. The coordinator actively searches out information that he feels would be beneficial to instructors, principals and superintendents. This information could be in the form of articles or webinars for example. At the counselors and principals meetings the coordinator reviews the targets and results for the indicators and stresses the importance of working towards meeting these goals. As the coordinator visited CTE classrooms he assessed the male/female ratio of classes and talked to the instructors about the student makeup of their classes. The Perkins coordinator reviews the indicator data for each of the Pine to Prairie schools and made a special emphasis to talk to the school staff where their percentages were off target. Most of our CTE staff teach junior and senior high classes and the director stressed the importance of recruiting nontraditional students during their junior high classes.

NCTC's marketing department has developed testimonials from nontraditional students to use in advertising to promote nontraditional careers to students. We will continue to do this with additional students who have performed well in their programs and that are willing to participate. We have used these stories on our website. Northland has outsourced the development of four videos to improve the 5p1 target. They were produced by a commercial source and funded with Perkins dollars for the following programs: Criminal Justice, Aviation Maintenance, Respiratory Therapy, and Welding. Once complete, the videos will be used in targeted market areas to promote enrollment in these programs.

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.

At the secondary level the coordinator has monthly administrative meetings with school superintendents starting in November and running through April. During these meetings data is shared and discussions are held regarding best practices. Schools that scored high on the performance indicators are asked specifically about the strategies and teaching methods that they have found to be successful. This year I will be incorporating both the snapshot and waterline reports that are new this year. The snapshot report will be a nice data piece to show as it provides the districts with three years' worth of data.

The postsecondary coordinator works closely with faculty division chair representatives throughout the year to obtain feedback on technical programs. Data such as program enrollment including both headcount and FYE, student success rates, and costs to deliver the program are considered to determine overall program health. Through the program sustainability process of reviewing the performance or status of specific technical programs, college faculty and administrators including the postsecondary coordinator develop action plans for those programs that are performing poorly. Some of the action plan items are incorporated into our Perkins improvement plans and reports. This process is described in more detail in the next section regarding written improvement plans.

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

Secondary: Because we are a small rural consortium, many of our schools have classes with low numbers of students. Because of this the number and type of student registering for a class can make a huge difference in the percentages. We believe that through continued efforts of communication with our teachers and administrators that we will continue to see positive growth in our indicators. We will continue to track the data to see if we are enacting a change in the instructor's ability to recruit students for their CTE programs and whether students are completing their CTE courses.

Northland has increased its overall enrollment this yearing which will be healthy for our targets. The biggest increase I am anticipating is in the nontraditional areas. Both welding and aviation programs have had a larger percentage of female students attend. This will help the 5p1 and 5p2 goals.

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.

At the secondary level, Perkins data is shared with all superintendents and principals. During FY 2016-2017 our consortium missed the negotiated targets for 1S1 by 15% and for 6S2 by 28%. During our administrative meetings we discuss strategies for improving reading scores and we look for programs and curriculum that can be leveraged to improve student performance. Some examples include: Study Island, Ed Ready, Star Reading, Reading 180 and Silent Sustained Reading. We also discuss programs that are being used at schools that are finding success.

During FY 2016-2017 our consortium missed the negotiated targets for 6S2 by 28%. While this may seem like a large percentage the reality is in our small rural districts just a few student enrollments can make a huge difference in the percentages. With that being said, there is always room for improvement. Besides our normal administrative meetings where we discuss strategies for nontraditional students we are also encouraging all students in grades 9-12 to attend career expos. Some prime examples include the North Valley Career Expo, The Health, Technology and Trades Career Expo and various manufacturing tours where students get an opportunity to see workers in nontraditional careers perform their jobs. Studies show that it's important for students to see people just like them performing the jobs that they also have a passion and aptitude for.

In addition to Annual Program Assessments completed by the faculty, each year the college reviews all technical programs to determine how each is performing. This is based on a variety of objective data gathered including program enrollment in both headcount and Full-Year Equivalent (FYE), graduate placement, financial cost, wage and economic data, job availability in the field, and student success rates, just to name a few. We also review Minnesota State cost study data to compare the costs of our programs to similar programs throughout Minnesota State. Based on this program assessment, college administrators are able to make management decisions on which programs to continue and which to bring to a close. If the decision is reached to continue a program even though it is facing challenges, an action plan is developed to attempt to mitigate problem areas and improve program performance. Much of the data for this process is obtained from ISRS using EPM 11 reports. We also look at employment and economic data from DEED and from the careerwise website (www.careerwise.mnscu.edu).

In addition to college administrators including the chief academic officer and academic deans, faculty members, academic advisors, marketing staff, enrollment management staff, etc., are also be included in this process. The goal is not to eliminate academic programs, but rather to fix academic programs so that they have healthy enrollment and are producing graduates needed by the workforce for high-wage, high-demand, highly-skilled jobs.

A series of meetings is conducted including the stakeholders listed for the purpose of developing and implementing an action plan for the coming year. This requires input from all participants through the brainstorming process to generate ideas. No one person has all the answers, so a diverse group of participants is best when identifying ideas to enhance academic program performance. The best ideas are included in the program action plan which is then implemented by the team. Follow-up meetings are held to review progress being made and determine whether adjustments are necessary to keep the process on track. This process has been instrumental in saving several academic programs from closure. It has also helped to identify those programs that no longer serve a valid need for the community. Program sustainability reports for some programs are included in the attachments to illustrate the types of data considered.

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

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.

n/a

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.