



**Grant Details**

**01590 - FY17 Perkins IV Application**

**02009 - FY17 Pine to Prairie-Northland Consortium Perkins Application**

**Perkins IV Consortium**

**Grant Title:** FY17 Pine to Prairie-Northland Consortium Perkins Application  
**Grant Number:** 01595  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** Pine-to-Prairie Northland Consortium  
**Grantee Contact:** Karl Ohm  
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**Grant Administrator:** Debra Wilcox-Hsu

**Non-System Communication Log**

**Inter-System Grantee Correspondence**

**Status Reports**

ID	Type	Due Date	Submitted Date	Arrived?	Status
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**Agency List**

School District or College	Secondary Type	I.D. Number (if applicable)
Northland Community & Technical College		
Ada-Borup	01 public school district	2854
Bagley	01 public school district	162
Fertile	01 public school district	599
Fosston	01 public school district	601
Mahnomen	01 public school district	432
Norman County East	01 public school district	2215
Norman County West	01 public school district	2527
Red Lake County Central	01 public school district	2906
Red Lake Falls	01 public school district	630
Waubun	01 public school district	435
Win-E-Mac	01 public school district	2609
Clearbrook-Gonvick	01 public school district	2311
Climax	01 public school district	592
Crookston	01 public school district	593
Lancaster	01 public school district	356
Marshall County Central	01 public school district	441
Grygla	01 public school district	447
Goodridge	01 public school district	561
Thief River Falls	01 public school district	564
East Grand Forks	01 public school district	595
Fisher	01 public school district	600
Badger	01 public school district	676
Roseau	01 public school district	682
Warroad	01 public school district	690
Kittson Central	01 public school district	2171
Warren-Alvarado-Oslo	01 public school district	2176
Tri-County	01 public school district	2358
Greenbush-Middle River	01 public school district	2683
Stephen-Argyle	01 public school district	2856
Pine to Prairie Cooperative Center	51 vocational center	985

**Summary Narrative Pt. 1**

**Career and Technical Education Programs:**

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]  
(5,000 word limit)

Perkins funds are used in the Pine to Prairie/NCTC consortium in a variety of ways to support CTE programs.

- Perkins funds are used to augment career/program counseling for both secondary and post-secondary students. The consortium uses funds to update Programs of Study, to support special population counseling at the college, to augment and update career counseling materials where necessary, and to provide staff development to counselors and staff about CTE programs and Programs of Study careers. Funds are used to increase rigor in our 7 state-approved Programs of Study.
- Perkins funds are used to sustain equal access and retention of special population students at both the college and secondary level. Funds are used to encourage non-traditional enrollment in non-traditional programs/classes. Staff development is provided to sustain and improve retention and access of all special population students.
- Perkins funds are used to sustain and improve collaboration in each consortium community among post-secondary, secondary, industry, parents, Workforce Centers, and other entities related to the successful implementation of CTE programs. It is the responsibility of the Perkins coordinators to foster and encourage continual collaboration.

**What initiatives included in your plan support new or significantly improved CTE programming?**

Perkins funds will be used to foster continuous improvement of existing programs and implementation of new strategies that will make our programs more viable. Our consortium developed Rigorous Programs of Study (RPOS) in Health Therapeutics in FY14 and Health Diagnostics in FY15. In FY17 we will continue to improve these RPOSs. We will update Tech Prep agreements between secondary Health programs and Northland Community & Technical College (NCTC). In FY15 and FY16, consortium leadership worked with local secondary districts on the new college and career readiness legislation. In FY17 the consortium will continue to work with local districts to enhance their existing career and college ready plans. Through MCIS we are now providing sample Accuplacer tests, sample ACT tests, and curriculum enhancements so students are better prepared for those tests when they take them as sophomores and juniors.

Course and program standards are continually updated in relation to the demands of industry. Through industry recommendations, we will update equipment and specialized supplies to keep pace with industry standards. Our Pine to Prairie Technical Skill Certificates in health and agriculture will be updated to align with industry standards. Students in the manufacturing program at Bagley High School will be involved in an apprenticeship program through Team Industries. In FY17, Team Industries will partner with Bagley High School to offer CNC equipment and scholarships for high school students. At the postsecondary level, funds will be used to purchase instructional materials for a new Weld Manufacturing Technology Certificate that is designed to prepare students for entry into manufacturing jobs that require welding.

Through our Online College in the High School Program (OCHS), we are concentrating more on CTE career pathways for high school students rather than just focusing on OCHS as an avenue to complete college credit. We are developing a new career pathway in Criminal Justice through Alexandria Technical College and have enhanced our Health Careers pathway with Northland Community & Technical College. If we receive supplemental funding through the Minnesota legislature, we will develop a mobile manufacturing and welding lab that will be shared by the 29 school districts in our consortium.

**Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from Perkins expenditures.**

Decisions about funding priorities are made through administrative boards at both the college and secondary levels. Perkins coordinators meet regularly with administrators and consortium advisory boards to determine appropriate funding. As the consortium has developed Programs of Study and focused more on TSA, advisory boards have allocated more funds to testing, staff development, and curriculum improvement for those CTE areas. Every effort is made by secondary partners to include all of our districts in these improvement efforts. All 29 of our secondary schools have at least one pathway approved. Health Careers provide some of the best employment opportunities in Northwest MN, so for FY17 we will continue to enhance our RPOS in Health Diagnostics and Health Therapeutics. If our legislative proposal for welding and manufacturing labs are approved we will augment this project with Perkins funds which will benefit all schools in the consortium.

Technical program directors at NCTC submit requests for equipment annually, which is then prioritized based on need with coordination and input from Division Chairpersons. Once state equipment funding is matched by local business and industry and allocated to specific equipment purchases, Perkins funds are applied to the remaining unfunded programs based on the prioritized needs.

**Meeting State and Local adjusted levels of Performance**

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]  
(5,000 word limit)

The college and secondary coordinator meet at a minimum 5 times each year to review performance objectives in the grant. When new data is available, both secondary and college administrators and staff review the data and provide input on strategies that might improve performance in that district or college program. At the secondary level, meetings with district principals and superintendents are held on a monthly basis. Part of our discussion involves ways to increase student performance on accountability indicators. Local school districts do not take these academic targets lightly. All school districts are under pressure to improve academic skills in reading, writing, and mathematics. Programs by local districts include, but are not limited to Accelerated Math and Accelerated Reading, STAR Math and Reading assessments, Math 180 and Read 180, Scholastic Remediation programs, IXI, an iPad application for 7-12 math, and Silent Sustained Reading.

As a result of great work by the Pine to Prairie school districts longitudinal data show that our secondary districts met the 1S1 target in FY12, FY13, FY14 and FY15. For FY15 we met the target of 60.54%. For 1S2 longitudinal data shows that we have met the target the last 4 years as well. We have taken into account that the tests and measurements changed in FY15. Perkins funds are used to support CTE programs where TSAs are given. These are CTE programs where we have students that are concentrators (240 hours of study). Perkins funds are used to purchase Project Lead the Way materials that encourage and develop student applied math and reading skills. Perkins funds are used to purchase resource materials for instructors to enhance math and reading scores and through leadership at the consortium level we continue to stress the importance of not only teaching technical skills, but in conjunction with the technical skills teach the academic skills as well. Through College in the High School and the Online College in the High School programs, students are required to take the Accuplacer test to determine college readiness. As a result of this effort many local high schools have added math and/or reading courses that prepare students for college. Some high schools have added requirements for graduation. Others have revised curriculum to better prepare students for college. High Schools are dedicating time before the ACT tests and Accuplacer tests to help students prepare for the tests. Through our OCHS program schools have access to Ed Ready, a program dedicated to helping students improve their math and reading scores on the ACT. For FY17 we will be using tests and curriculum materials from Precision Exams. There is a strong focus on math skills within the Precision Exams testing materials. High school teachers have also taken the Accuplacer so that everyone is more aware of the levels of performance in math and reading that are necessary to be successful at the college.

At the postsecondary level, accountability indicator data is shared with College administration and strategies are developed to address these areas. For the past few years, enrollment at NCTC has fallen approximately 9% per year, impacting performance on accountability indicators. Suspension of the football athletic program in 2013 also had a negative impact on accountability indicator 3P1 as most students in the program left NCTC for other schools. One of the main expenditures of grant dollars at NCTC is aimed at improving student performance in college. The majority of our Perkins funds have gone toward helping struggling students succeed through services provided by our Academic Success Center and academic counseling. Northland's "Commit-to-Complete" program, sponsored by our Phi Theta Kappa chapter, encourages students to make a commitment to completing their programs. In addition, NCTC has redesigned some of its programs to include "stackable" credentials, which should increase program completion and our 2P1 rate. Indicator data show an increase of 5.38% in Technical Skill Attainment (1P1) from the 2012-2013 to the 2014-2015 reporting years, allowing us to exceed our 1P1 target for FY15. Our 2P1 data over the same period shows a slight 1.10% increase, although we failed to meet our higher target in the 2014-2015 reporting

year. Nontraditional completion (5P2) increased 2.44% over the period, although we still fell short of our target in this area. Overall, however, results do show a positive effect on these measures.

#### How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

All consortium CTE programs are subject to review and improvement through our local advisory committees so that rigor required by the industry is met. Curriculum standards are revised to meet industry standards at the college level. At the secondary level, the goal for curriculum standards is to prepare students for CTE college level course work; this is especially true for small secondary districts. In the spring of FY16-17 we will start the process of having all secondary CTE programs be reapproved by MDE. As we develop CTE course outlines for approval, we will review curriculum standards as identified by NCTC, Pine to Prairie, and the industry standards used within the Precision Exams website. Secondary CTE program instructors, in turn, will share these standards with industry advisory committees to determine appropriate rigor. All of the secondary and post-secondary programs serve students of a wide range of ability and interests. Instruction is delivered in such a way that all students are required to meet the same rigorous standards. Because we have small secondary schools and sometimes only 1 course in a pathway, we give TSAs only where students are classified as concentrators (240 hours of instruction). As part of our Pine to Prairie identified goals and objectives for each CTE course, we also have identified the standards in math, science, and reading that are part of the Minnesota academic core standards.

NCTC continuously analyzes program data to ensure that sufficient size, quality, and scope are met. NCTC representatives meet frequently with regional businesses and industries to ensure that programs offered by the college are responsive to industry needs. Program advisory committees at NCTC, made up largely of local business and industry leaders, advise program directors on the best courses of action to ensure programs remain relevant to regional needs. Many of our postsecondary CTE programs have been recognized by regional and national organizations such as the National Automotive Technicians Education Foundation (NATEF), Minnesota State Board of Electricity, Minnesota Board of Peace Officer Standards and Training (POST), Accreditation Commission for Education in Nursing (ACEN), Accreditation Council for Occupational Therapy Education (ACOTE), Commission on Accreditation in Physical Therapy Education (CAPTE), Joint Review Committee on Education in Radiologic Technology, and the American Welding Society, just to name a few. Program approval by these professional organizations indicates the high quality of NCTC's programs. At the secondary level, size and scope vary depending upon the size of the school. Many of our 29 schools have only one course in a CTE program area and others have more. The goal is to provide the best CTE preparation possible given the size of the school and district resources available.

#### How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)

At the secondary level, a curriculum is available to all CTE instructors which is designed to integrate All Aspects of Industry into all CTE programs. In addition, students are expected to identify All Aspects in industry field trips and job shadowing. Team Industries has contributed equipment and scholarships to secondary students in Bagley. Area hospitals in the Pine to Prairie area offer great job shadowing opportunities. At the secondary level, through work experience programs we match students who have strong CTE interests with appropriate industry partners. Students may work with the same industry partner through their secondary and post-secondary training.

At the college level, students learn about all aspects of industry primarily through internship programs, clinical experiences, and targeted curriculum. Businesses and employers are now realizing the tight labor market and are more willing to open their doors for internships, summer employment, and job shadowing. NCTC collaborates with University of North Dakota and the North Dakota Job Service to take part in a job-shadowing event in February each year. This program enables students to meet with employers in various industries to learn more about specific career areas. The trades programs at NCTC combine skills learned on construction of a project house each academic year. Architecture students design the house and students in the carpentry, plumbing, HVAC, and construction electricity programs complete work on the house related to their areas of study. Students in health programs take advantage of informative clinical experiences that enable them to experience first-hand all aspects of their chosen career programs. Active coordination with local businesses and industries and their involvement on NCTC program advisory committees ensures currency in all programs.

## Summary Narrative Pt. 2

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#### Comprehensive Professional Development\*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

The comprehensive long-range staff development plan for the consortium centers on Programs of Study and Technical Skill Assessment. Each year previously developed POS are revisited with faculty and industry advisory boards to determine any necessary revisions. Integration of academic standards into CTE has been a staff development goal every year in the NCTC and Pine to Prairie Perkins funding. Each year the state data is presented and analyzed with consortium administrators. Recommendations on how student achievement can improve are discussed and made at each stakeholder's level. Secondary CTE staff working on portfolio licensure are involved in the staff development process. All postsecondary faculty must submit a professional development plan to administration each year. Instructional strategies for academic and CTE integration and non-traditional recruitment and retention are included in all staff development activities annually. As we utilize technical skill assessments, we work with staff to review curriculum and instructional strategies based on the results of the testing. Perkins funds are allocated for teachers for additional professional development or to purchase materials that will enhance the results of our TSA testing. Preliminary work on RPOS's in Health Diagnostics and Health Therapeutics was completed in FY15. Health teachers will continue to be supported as they work on improving the RPOS in the Health areas.

#### Recruitment and Retention\*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

When secondary CTE teachers retire or move to other districts, all of our consortium schools seek to replace those teachers with highly qualified licensed instructors who can effectively meet the requirements of the State CTE Program Approval Process. There is a shortage of teachers in several CTE fields and every effort is made through professional organizations and through statewide networking to identify and employ highly qualified teachers. The consortium coordinator will contact Minnesota teaching colleges as well as those in North Dakota to seek current graduates for CTE openings. If a teacher from business or industry is hired, the consortium works with that teacher to assist them in gaining the credentials and training necessary for CTE statewide Program Approval. Finding qualified staff that are licensed is becoming increasingly difficult. We will work with St. Cloud State University, Bemidji State University, and legislators to see if we can eliminate some of the roadblocks to license secondary CTE staff. We are and will continue to lose CTE programs, not for a lack of funding, but for a lack of qualified teachers. In FY16 we started exploring the possibility of a 2 + 2

teacher education program for CTE teachers. There are numerous hurdles to overcome, but we believe it is a possibility and the program would start a pipeline of CTE teachers for Northwest Minnesota. This program could also be duplicated in other parts of the state. Other states such as Indiana license CTE staff with 2-year degrees and the appropriate work experience. Senate bill 1782 was introduced in the spring of 2016 to create a task force to study all secondary CTE licensure issues. If this bill passes the 2016 legislature we may make some headway in alternative licensing processes for CTE teachers as well as approving a 2+2 CTE licensure program in Minnesota. The consortium will continue to explore other avenues with legislators and St. Cloud State. The FY16 grant includes resources to assist CTE staff seeking portfolio licensure and we will include these resources in the FY17 grant.

#### Evaluate Student Performance and Programs\*

*Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator. (5,000 word limit)*

State data reports for both the college and secondary are presented each year to administrators at both levels. The college Perkins coordinator meets with college deans and the vice-president of academic affairs and student services to determine areas where improvement can be made and to determine which efforts will be included in the next Perkins plan. All college technical programs complete an annual program assessment to analyze program data and make improvements to curriculum and program policies. Every five years on a rotating basis an in-depth program review for all technical programs is conducted to evaluate more extensively the health and status of the programs. This review looks at enrollment trends, employment outlook, and other program status data and considers viability of the program into the future, taking into consideration changes in these careers and demand for workers in these areas. Employers of NCTC graduates are surveyed annually to determine whether students' skills, knowledge, and abilities meet employer expectations. Feedback received from employers provides program directors with critical information regarding graduates' preparedness for employment. Two of the College's five Institutional Learner Outcomes (ILOs) are assessed annually on a rotating basis in all technical programs. The results of these assessments indicate whether or not students have achieved these outcomes as a result of instruction.

At the secondary level, the Perkins coordinator presents data to all Superintendents at a late winter Superintendents' meeting as well as one-to-one discussions with district administrators at site visits. Principals receive Carl Perkins data reports at the January or February monthly meeting and propose changes that might improve student performance. The principals then implement necessary changes at their local district as appropriate. The consortium reviews 5-year trend lines on the ACT test and also evaluates the "Getting Prepared" report published by MNSCU. The combination of these reports reflect whether our students are better prepared for the academic challenges of college. The consortium also monitors the completion rate of our OCHS students on a semester basis. Completion rates have increased from 89% to 93% over the last 5 years so we feel that students who qualify for OCHS courses are in effect ready for college level course work. At the secondary level, the Perkins consortium is directly responsible for staff development that is deemed appropriate and helpful for all districts and staff. One of the areas where we would like to see increased student performance is on the Accuplacer tests. Perkins dollars are used to purchase the assessment testing package as part of the MCIS program. The schools reported that the reviews helped students who were not successful on their first Accuplacer test. We will continue to monitor the "Getting Prepared" report and purchase the MCIS assessment package. Schools who participate in the OCHS program also have available to all their students a curriculum called Ed Ready. The curriculum consists of math and reading comprehension materials that if used by the students will help them prepare for the ACT test. Teachers are able to monitor students' performance on the Ed Ready site and can concentrate on math and reading areas where students need extra help.

#### How POS Affects Outcomes\*

*Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)*

Within the Health Science Technology career field we chose the Health Therapeutics career pathway as our first RPOS in 2013-2014 and in 2014-2015 we followed up with a RPOS in Health Diagnostics. In 08-09 an executive committee consisting of representatives of Pine to Prairie and Northland Community and Technical College met to discuss programs and courses that would best reflect high skill, high wage, and/or high demand careers in Northwestern Minnesota. The committee studied employment data published by DEED for Northwest Minnesota. A MnCareers Regional Supplement is published each year and was an excellent resource in choosing the Rigorous Programs of Study that we were going to develop. Health Therapeutics and Health Diagnostics are both high-paying and high-demand careers in our area. The 2008 Northwest Minnesota Careers Supplement published by DEED lists 18 health science careers that are in high demand and high paying in our region, over twice as many as any other career field. Second, health-related careers are the strongest program areas for Northland Community and Technical College. NCTC offers 18 certificate and/or degree programs in health sciences. Because of NCTC articulation with four-year colleges in health sciences, health careers offers the continuum of entry and exit points for learners from a CNA certification through a bachelor's degree.

The Health Therapeutics and Health Diagnostics programs of study were developed in the fall of 2008. Teachers from the college and the secondary level along with Norma Konchak, Academic Dean; Sue Field, Director of Nursing; Dean Dalen, postsecondary Perkins coordinator; and Murray Turner and Bev Arnston, secondary coordinators; along with secondary and postsecondary advisory committee members, were involved in developing the Health Therapeutics and Health Diagnostics programs of study. Drafts of the programs of study were constructed at a meeting in Mahanomen and then taken back to the college and secondary schools for review. Final revisions were made based on input from the college, the secondary schools, and advisory committee members. The Pine to Prairie/Northland Perkins consortium then applied to the state for an approved program of study in Health Therapeutics and Health Diagnostics.

When it was time to select a rigorous program of study (RPOS), it was only natural that we selected career pathways that are so important to job growth in Northwest Minnesota. In January of 2015, Karl Ohm and Murray Turner assembled administrators and Health staff at a meeting at Northland Community and Technical College in Thief River Falls. Attending the meeting were Carey Castle, Northland Vice President for Academic and Student Affairs; Karl Ohm, Academic Coordinator and postsecondary Perkins coordinator; Jodi Stassen, Dean of Nursing; the secondary CTE-approved Health instructors, and Murray Turner. Karl Ohm and Murray Turner provided an overview of the Health Therapeutics program of study and then a review of the self-appraisal form for a Rigorous Program of Study.

Discussion then centered on which level we were at for the 10 components. As in the previous year, the discussion to determine what level we were at for each of the 10 components was by far more valuable than actually doing the rating. Although we were not a level 3 for all 10 components, we did find that we were at either level 2 or 3. At the conclusion of the meeting there was a renewed sense of all staff working closely together.

For Health Diagnostics we were at level 3 in 4 areas: legislation and policies, course sequencing, credit transfer agreements, and guidance and counseling. Although we do not have control over federal and state legislation, we do believe that the Perkins coordinator and secondary and postsecondary staff do realize the importance of CTE and POS development and convey these thoughts to their elected leaders. At the local level, staff felt that administrators were supportive of the development of programs of study and of meeting the requirements of a rigorous program of study. Secondary and postsecondary staffs have worked many years on developing non-duplicative sequences of courses. Students can receive Tech Prep credit, PSEO credit, OCHS credit or College in the High School credit for courses leading to a degree in the Health field. Through our Online College in the High School program, students may take courses in Medical Terminology, Anatomy and Physiology I and II, Psychology, and other elective Health courses for college credit. At the postsecondary level, Northland has agreements with several regional MNSCU institutions, the University of Minnesota-Crookston, and several out-of-state colleges to assure that all credits transfer smoothly from Northland.

Reviewing the 10 elements of RPOS made it quite clear what activities we needed to address in our 2015-2016 Perkins plan. In 2015-2016 the Pine to Prairie/Northland Consortium infused the 6 rigorous programs of study elements where we rated ourselves as a level 1 or 2 throughout the grant. We will continue to monitor our progress on the 4 components we rated ourselves as level 3 so as to maintain that rating. In 2014-2015 we conducted workshops with administration and counselors to review how we develop a comprehensive college and career readiness program in our schools. By the end of 2014-2015 school staff felt they had made great progress in developing their career and college ready plan. Career and College Ready Plans are always a work in progress and will continue to be updated. At our annual meeting with counselors we will review the programs of study and show them how students and parents can benefit by using the program of study website. The consortium will continue to give the TSAs in the 7 areas and assist these staff through curriculum resources or professional development opportunities to improve student performance. In 2013 and 2014 we were below our target levels and had to write improvement plans. At the secondary level, Pine to Prairie secondary schools have now met the targets for Technical Skill Assessment tests. Our secondary and postsecondary staffs are strongly encouraged to seek out professional development activities that relate to teaching and learning strategies that will

improve student performance. The consortium will provide our Health Therapeutics and Health Diagnostics staff opportunities to collaborate at the secondary and postsecondary level so as to improve the design and implementation of these RPOSS. At both the secondary and postsecondary level we continually monitor Carl Perkins data that relates to secondary indicators 1S1 through 6S2 and at the postsecondary level indicators 1P1 through 5P2.

In September of 2015, secondary Health instructors along with the secondary Perkins coordinator met with the NCTC Dean of Nursing, the postsecondary Perkins coordinator, the Dean of Instruction and the Vice President of the college to review the RPOS for Health Diagnostics and Health Therapeutics. Two main concerns were addressed at this meeting. One concern was the need to develop a pipeline of Health Occupations at the secondary level. Since there is nowhere in Minnesota to obtain a secondary Health license, we will have to look at using community experts and hiring from out of state. Our Health Occupations instructor in Roseau retired at the end of the 2014-2015 school year and we replaced Deb Johnson with a community expert. In the next few years 2 more instructors will retire. We are working with the legislature and MDE to review the entire licensing process for CTE teachers. The second concern we discussed was articulation between NCTC and the secondary schools. The Higher Learning Commission is enforcing the requirement of having a master's degree in the subject matter or a masters plus 18 credits in the field. These requirements are a concern regarding the continuation of the articulated credits for students in the Health field. We understand that the HLC has given the colleges time to address this concern, but we do have to be aware of these requirements as we complete our articulation agreements and hire staff for our secondary Health Occupations positions.

Northland Community and Technical College and the 29 secondary schools that make up the Pine to Prairie Consortium have had strong partnership ties for decades. Karl Ohm and Murray Turner continue to be the Perkins coordinators for NCTC and Pine to Prairie respectively and the new president for NCTC, Dr. Dennis Bona, is very supportive of our work with Programs of Study and Rigorous Programs of Study.

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

### Goal 1 Narrative:

The consortium developed 2 pathways in Health Science in FY09 (Therapeutics and Diagnostic) for all 29 of our high schools. The health industry is a high-demand, high-wage occupation in Northern MN and, as a result, NCTC offers many nursing and allied health programs and the consortium has 2 high schools with a state-approved health program. The consortium completed 3 more Programs of Study in FY10: Administrative and Information Support from Business, Management, and Administration (a POS for 17 high schools); Health Informatics from Health Science (a POS for 20 of our high schools); and Facility and Equipment Maintenance from Engineering, Manufacturing, and Technology (a POS for 10 high schools). The consortium developed Plant Systems in Agriculture, Food, and Natural Resources in FY11 for 11 districts because of our rural ag-based economy and in FY12 completed the Construction POS for 8 high schools. At the end of the FY12 grant period, the consortium had a total of 7 different pathways (in four career fields) developed for any high school that had an approved/licensed CTE program in that pathway (total of 114 POS).

Students in our high schools have many options for college credit through Online College in the High School, PSEO, and concurrent enrollment. Through the OCHS program, the consortium is building career pathways through online learning. In the fall of FY16, Pine To Prairie/Northland Consortium completed career pathways in Criminal Justice, Engineering Certification, and Health Occupations. Students will be able to nearly complete their first year of college studies in these programs. Each of our 29 high schools has at least one approved program of study. The consortium's goal for FY17 is to review all developed and approved programs of study and to improve technical skill assessment passing rates for concentrators in the 7 Programs of Study. In 2016, targets for 1S1 academic reading and 1S2 academic math were met, as well as the target for 2S1, but more work with the high schools needs to be done to improve those percentages. In FY14 the consortium developed a RPOS in Health Therapeutics and in FY15 developed a RPOS in Health Diagnostics. In FY17 the consortium will strive to enhance the quality of these 2 programs.

In the process of review and revision of existing POS, the use of the POS as a counseling tool will continue to be emphasized with both teachers and counselors. In FY15 all Pine to Prairie schools developed a career and college ready plan. In FY16 individual school districts continued to work with on their career and college readiness plan. The career and college ready plans for each school district will be reviewed in 2017 and revised as necessary. Revisions to the plan will need to be made annually as legislation, curriculum requirements, and testing constantly change.

As we advance our work with TSA, we will be involved in more curriculum improvement for all of the developed pathways. Professional development funds will be used to assist teachers in having their CTE program re-approved. From FY11 through FY16, secondary and post-secondary programs completed technical skill assessments using Foundations of Science for secondary Health Therapeutics and NCLEX for the post-secondary LPN and RN programs. Technical certifications are available in Health Science Technology for our high schools in First Aid/CPR and in Certified Nursing Assistant. In FY12 through FY16, we utilized ASE certification tests at both NCTC and at the secondary level. In FY13 we selected a program for Plant Systems and Administrative Support testing and continued these tests through FY16. In FY17 we will test in all 7 programs of study. The consortium will take a close look at using the Precision Exams tests after piloting them in FY16.

Northland has approved a new 16-credit General Agriculture certificate effective Fall semester, 2016. This is the first of three planned stackable certificates to provide students basic knowledge under the Agriculture, Food & Natural Resources career cluster. Future certificates will include an advanced general agriculture certificate and a third certificate that will allow students to select one of three areas of emphasis: Animal Science, Agribusiness & Sales, and Accounting. These programs will provide secondary students opportunities to continue in the Plant Science POS. NCTC also works closely with ABE and the Workforce Center (located at NCTC). NCTC also has many continuing education opportunities with industry for adult learners in Facility Maintenance and in Health Science careers. Our consortium has a high school CTE curriculum used in CTE classes on All Aspects of Industry and the college uses internship and targeted program curriculum for All Aspects instruction.

## Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R11 Articulation, P7 Equipment Leasing/Purchasing/Upgrading
Strategies	
1.1. All CTE teachers within Pine to Prairie will start the process of having their CTE program re-approved by MDE. If course offerings change, secondary districts revise current POS as necessary. Use information from industry, faculty, college programs, current course availability, and local districts for program re-approval and POS updates. Course recommendations, articulation, and transition services are reviewed. POS revisions are entered locally on website. Revise current POS for On-line College in the High School courses and market those courses to our high schools. Provide equipment/technology and specialized supplies as necessary to ensure POS curriculum is current with postsecondary and industry.	
Outcomes	
All CTE teachers will have their program approval paperwork ready to submit to MDE. All stakeholders will have access to updated Programs of Study for each district. Students will benefit from updated curriculum as a result of industry recommended technology. Students will be able to complete or nearly complete the first year of studies for an AAS in Criminal Justice, Health Occupations, and Engineering Certification.	
Measures	
FY 17: All 100 CTE instructors within Pine to Prairie will have their program re-approval paperwork ready to submit to MDE by July 1, 2017. Course syllabus will include up-to-date program standards and objectives. All 114 Programs of Study within 7 pathways revised as needed. Programs with updated technology/equipment (based on results of POS review) show curriculum alignment with college and industry. POS articulations will be in place for the 2016-2017 school year. OCHS Career Pathways courses were added so students can complete the first year of studies for Criminal Justice, Health Occupations, and Engineering Certification.	
Reallocation Explanation	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$16,100.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,100.00
Secondary Required Activities	\$16,450.00
Secondary Permissible Activities	\$2,000.00
Secondary Reserve	\$14,437.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$32,887.00
Total	\$48,987.00

**Goal 1 Objectives 2**

Use of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , P7 Equipment Leasing/Purchasing/Upgrading
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Strategies

1.2. Provide professional development that is sustained from year to year to all stakeholders for programs of study. Annual professional development activities will include: • Monthly CTE teacher meetings by program in conjunction with NWSC, • Attending state-sponsored TSA/POS workshops and internet-based meetings, • Providing All Aspects of Industry curriculum/professional development to ensure inclusion in POS curriculum, • Working with counselors to assist them with advising students on POS, • Working with counselors and curriculum directors to ensure that the career and college readiness goals are an integral part of the curriculum, • Attending state and professionally sponsored staff development for grant coordinators. Director visits all schools to monitor all CTE criteria and meets with superintendents and principals monthly, October through April. Coordinators will work with appropriate staff to oversee accomplishment of the objective.

Outcomes

Students benefit from improved curriculum and instruction. Students have educational and career plans in place in high school. Monthly CTE teacher meetings will take place for CTE programs through a cooperative effort with the Northwest Service Cooperative.

Measures

FY17: Appropriate staff will attend state-sponsored technical assistance programming; districts' POS will reflect academic, All Aspects, and technical integration; all districts have the college and career readiness goals in place; all high school students have individual education plans in place. Monthly CTE teacher meetings will take place for Business, FACs and Agriculture programs. Monthly superintendent and principal meetings will take place October through April. Coordinators/consultants have addressed all strategies.

Reallocation Explanation

Post-Secondary Required Activities	\$3,600.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,600.00
Secondary Required Activities	\$6,450.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,483.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$7,933.00
Total	\$11,533.00

**Goal 1 Objectives 3**

Use of Funds*	R2 Programs of Study, R6 Assessment , R2 Programs of Study, R6 Assessment
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Strategies

1.3. Monitor and use recommendations from state on technical skill assessments. • In FY17 coordinators will attend all state meetings addressing use of technical skill standards. • Give Technical Skill Assessments to student concentrators in seven POS areas at both the secondary and postsecondary levels. Review results of TSA for curriculum improvement. • Explore the Precision Exams TSA tests that were started in FY 2016 and work with MNSCU to have these tests approved if worthwhile. • Coordinators will work with appropriate staff to oversee accomplishment of the objective.

Outcomes

CTE instructors will have access to resources and assessments that assist them in improving TSA student scores and in-turn improve curriculum and instruction.

Measures

FY17: 7 POS programs will administer TSA to concentrators. Recommendations will be given to MNSCU on the adoption of Precision Exams as TSA-approved assessments. At the secondary level, 100 students will participate in the TSA exams. The consortium will monitor the passing rate and compare it to the negotiated levels for 2S1 and 1P1. APR reflects that the coordinators/consultants have addressed all strategies.

Reallocation Explanation

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

<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$6,200.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$2,250.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$8,450.00
<b>Total</b>	\$8,450.00

**Goal 1 Objectives 4**

**Use of Funds\*** R1 Academic Integration , R6 Assessment , R6 Assessment

Strategies

1.4. Even though targets for 1S1 and 1S2 have been met, we will continue to use resources to improve these scores. • Through Perkins we will use Ed Ready and the MCIS assessments. • Local districts will use accelerated math and reading materials, Star math and reading materials, Math 180 and Reading 180, and Silent Sustained Reading.

Outcomes

Student performance for 1S1 and 1S2 met or exceeded targets in FY15 and FY16; we will continue to monitor performance in FY17.

Measures

FY17: Consortium data for FY16 show that student performance on 1S1 and 1S2 met targets and in FY17 a 3% improvement will be shown over FY16.

Reallocation Explanation

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$4,400.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$1,000.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$5,400.00
<b>Total</b>	\$5,400.00

**Goal 1 Objectives 5**

**Use of Funds\*** R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R11 Articulation

Strategies

1.5. To evaluate Secondary programs to ensure complete and effective student learning including all developed Programs of Study. Overall CTE secondary school student assessment will include: • Minnesota Comprehensive Assessments, • Technical Skill Assessments for concentrators in 7 programs of study, • Local district and consortium review of state CTE data on student achievement. To ensure the appropriate size, scope, and quality of each secondary CTE program, evaluation will include: • Advice of advisory committees, • Articulation with college curriculum where possible, • Local district and consortium review of state and local CTE data. In the review and revision process for POS, evaluation will also include: • Review of state developed CTE continuous improvement rubrics, • Academic and technical skill attainment of students, • Curriculum review to ensure that foundation skills are part of curriculum. Coordinators will work with appropriate staff to oversee accomplishment of the objective.

Outcomes

CTE student achievement will improve for 1S1, 1S2, and 2S1. Student completion (3S1) and student graduation rate (4S1) actuals will be maintained at 99% and 94.71% respectively. When the school completion rate target is 99% there is not much room for improvement.

Measures

FY17: All secondary districts will report required data to the state and the consortium will meet state negotiated targets for student academic achievement 1S1 (reading: 60.54%), 1S2 (math: 42.13%), 3S1 (School Completion 99.00%) and 4S1 (Grad Rate 94.71%). APR reflects that the coordinators/consultants have addressed all strategies.

Reallocation Explanation

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$8,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	

	\$8,000.00
<b>Total</b>	\$8,000.00
<b>Goal 1 Objectives 6</b>	
<b>Use of Funds*</b>	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , P7 Equipment Leasing/Purchasing/Upgrading
<b>Strategies</b>	
1.6. To continue to expand access to educational opportunities in the College through the use of state-of-the-art technology. • Equipment funds will be made available to CTE programs. Allocation of funds will be based on an integrated planning and budgeting process with an emphasis placed on programs tied to Programs of Study (POS). Equipment requests will be considered for the impact on either student knowledge/expertise or quality of programs and services. • Professional videos highlighting NCTC's CTE degree programs will be produced and available on the college website and social media platforms.	
<b>Outcomes</b>	
CTE students will increase their awareness of and interest in postsecondary CTE programs. CTE students will expand their educational experiences through the use of state-of-the-art technology.	
<b>Measures</b>	
FY17: Data will show an increase of 1% in 1P1 and 2P1 indicators as a result of state-of-the-art technology. Both indicators will exceed targets.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$6,492.28
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$41,107.72
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$47,600.00
<b>Secondary Required Activities</b>	\$2,300.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$1,675.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,975.00
<b>Total</b>	\$51,575.00
<b>Goal 1 Objectives 7</b>	
<b>Use of Funds*</b>	R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality
<b>Strategies</b>	
1.7. To ensure continuous improvement of CTE programs: • Provide TSA to seven Programs of Study and utilize results to improve curriculum. • Provide equipment/technology, software updates and specialized supplies as necessary to insure that all CTE programs are continuously improved. • Seek additional funding besides Perkins to fund secondary mobile engineering and manufacturing labs to create interest for our engineering and manufacturing pathway. • Utilize the 10 elements of rigorous POS with Health Therapeutics and Health Diagnostics as a program assessment tool and staff development tool. • Pine to Prairie coordinator and teaching staff will review Technical Skill Certificates and CTE program standards. • NCTC will initiate a DACUM (Develop a Curriculum) process for postsecondary technical programs.	
<b>Outcomes</b>	
CTE students will experience instruction that meets industry standards.	
CTE staff will have updated technical skill assessments and program standards.	
Pine to Prairie and NCTC will have at least one mobile manufacturing lab. NCTC and Pine to Prairie have a legislative proposal to provide funding for mobile welding and manufacturing labs. The proposal was rejected in FY16, but we have resubmitted the proposal for FY17.	
NCTC will show continuous improvement of postsecondary CTE programs through the DACUM process.	
<b>Measures</b>	
FY17: State data reflect that improved technology, equipment and specialized supplies have assisted districts in achieving the 2S1 benchmark of 50.20%. Health Therapeutics and Health Diagnostics at a minimum meet the 10 supporting elements of MN RPOS and 5 of the components are at level 3. CTE staff will have completed updating program standards for their respective CTE programs. By the end of FY17, one mobile manufacturing lab is in place and being used by participating school districts. NCTC will complete the DACUM process for one degree program and will incorporate the results into the curriculum.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$6,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$6,000.00
<b>Secondary Required Activities</b>	\$34,781.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$16,359.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$51,140.00
<b>Total</b>	\$57,140.00



Goal 1 Objectives 8	
Use of Funds*	R6 Assessment , R8 Size/Scope/Quality, P4 Additional Special Populations
Strategies	
1.8. To evaluate Post-secondary CTE programs to insure complete and effective student learning including review of developed programs of study. NCTC's Comprehensive Program Review of student academic achievement of learning outcomes will include: • Demonstration of achievement of student learning outcomes within an integrated curriculum including both technical and general education; • Continuous improvement of program curriculum through review of student assessment results, validation of outcomes with business and industry and transfer institutions, and integration of general learning outcomes that contribute to graduates' knowledge and the college's Institutional Learner Outcomes; • Demonstration of accountability and value to the College's various stakeholders; • Continuous review of the validity of the assessment process by providing meaningful information and reliable data; • Completion of annual program assessment and/or 5-year Program Review; and • Review of TSA results.	
Outcomes	
Post-secondary CTE program evaluations will identify opportunities for improvement and thereby enhance student learning. Review of the developed programs of study will be included in the evaluation.	
Measures	
FY17: Comprehensive program reviews will be required for all college CTE programs on a five-year rotational basis. Programs scheduled for review in FY17 include: Automotive Service Technology; Aviation Maintenance Technology; Construction Electricity; Nursing AD; Occupational Therapy Assistant; Physical Therapist Assistant; and Sales, Marketing, & Management. All technical programs will complete annual program assessments. Final reports for all programs are due for completion in May 2017.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

### Goal 2 Narrative:

We selected these 7 pathways because we have high demand in the health science field, strong secondary business programs, and several high school Ag programs within our consortium. The aviation program at NCTC and the local snowmobile manufacturers and service businesses led us to choose Facility and Mobile Equipment Maintenance. Obviously, agriculture is a main industry in Northwestern Minnesota as is construction. In relation to our three established programs of study in Health Science, NCTC has partnered with local hospitals and nursing homes to review curriculum, establish internships, and mentor students. Northland entered into a partnership with Bemidji State University to enable local RNs wanting to complete their BSN degree from BSU to attend class at Northland's East Grand Forks campus. This program began in fall 2015. This is a great opportunity for local working RNs to complete their BSN from Bemidji State without having to drive to the BSU campus. Some of the instruction is online, but nursing program facilities, labs, and classrooms at Northland are used for this program as well.

Northland, Digi-Key Corporation, and Polaris Industries have partnered in the development of company-funded, credit-based certificate and degree programs that will improve employee productivity with increased knowledge of the company's products, applications, and how that relates to the end-user and the sales process. In collaboration with Digi-Key Corporation in Thief River Falls, two certificates have been created along with a Diploma and an AS Degree in Electronics Technology Marketing. In addition, Digi-Key offers scholarships to selected employees who enroll in NCTC's Electronic Automated Systems Technology program. The college will partner with the company to develop screening criteria for the employee candidate selection process. Employees who complete the AAS degree program will have opportunities for higher-paying technician positions within the company.

Northland has worked with the FAA and local legislators to receive a certificate of authorization to fly small unmanned aerial systems (UAS) over agricultural areas in Roseau County. Data obtained from these UAS flights are used in the Imagery Analysis program to provide students with real-world imagery for analysis in the classroom. The college will continue to explore new program options that are linked to the UAS and Imagery Analysis programs such as Avionics as well as options with the existing Criminal Justice and Fire Technology programs.

Northland has joined efforts with North Dakota Job Service, University of North Dakota, and the Grand Forks/East Grand Forks Chamber of Commerce to participate in a Business/Postsecondary Workforce Committee. The committee's purpose is to identify and implement strategies that lead to enhanced workforce development opportunities among employers and college students in the area. Committee goals include increasing internship opportunities in the region and enhancing engagement between regional employers and post-secondary institutions and their students. This collaborative effort helps students recognize opportunities available in the local area that they might have otherwise overlooked. It also enables employers to reach out to prospective employees to fill personnel requirements in their businesses. Some results of this partnership are a job-shadow day for students and a collaborative internship fair to partner students with internship opportunities in local businesses.

Local Chambers of Commerce and industries representing the 7 chosen pathways will assist us through community advisory committees. As we develop Programs of Study, we rely on NCTC industry advisory groups because it is the best way to view industry consortium-wide in a consortium covering hundreds of square miles across northwestern Minnesota. CTE programs in our 29 high schools also maintain contact with industry and have their own local advisory committees. We will work with ALC, special education and ABE through our Executive Board, local district committees, and Consortium district boards. All secondary districts are affiliated in some way to ALC, special education, or ABE services; ABE is located on-site at Northland's East Grand Forks campus. The consortium has developed a curriculum on All Aspects of Industry that has and will be used in professional development in the Program of Study review process. Our web-based POS tool will assist all stakeholders as they advise, monitor, and research different programs of study available to students. NCTC has counseling and college placement services available for their graduates/adult learners. NCTC has industry seminars, faculty internships, and student capstone experiences that focus on All Aspects of Industry. NCTC also has articulation agreements with several MnSCU and other universities; we will continue to develop relevant articulation agreements with other institutions.

At the secondary level, business partnerships will continue to be developed. Ongoing partnerships with Digi-Key and the Thief River Falls High School will continue. Just as at the postsecondary level, students will be offered internships working afternoons at Digi-Key Corporation and learning all aspects of the Digi-Key operation. At the conclusion of their senior year they will be offered scholarships and employment opportunities. Team Industries is teaming with 5 secondary schools in Northwest Minnesota and offering equipment, training, and scholarships. In the Pine to Prairie/Northland consortium, Bagley is one of the 5 schools. Students interested in manufacturing and engineering will be

selected for internships and scholarships with Team Industries in Bagley. Pine to Prairie and NCTC will sponsor a summer camp for students interested in the aviation industry.

NCTC has partnered with Lincoln High School in Thief River Falls to develop a CTE survey course designed to introduce selected Lincoln High School students to technical careers. This is a one-semester course that exposes students to automotive, auto body, welding, and electronics technology to provide experiences that they currently cannot get in high school. The pilot course was conducted in the fall 2015 semester for 12 students. Due to scheduling issues and initial feedback from students and faculty, the program will be revised somewhat prior to being conducted again next fall. A similar program is currently being developed for the building trades at Northland's East Grand Forks campus in conjunction with East Grand Forks Senior High School.

## Goal 2 Objectives

<b>Goal 2 Objectives 1</b>	
<b>Use of Funds*</b>	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P3 Work-Based Experiences
Strategies	
2.1. NCTC will continue to collaborate with business, industry, and higher educational institutions to develop innovative partnerships and new initiatives that benefit both traditional and adult students.	
Outcomes	
Graduates of postsecondary programs will be prepared for the high-skill, high-wage, or high-demand occupations within the region. The northwest Minnesota workforce will be better prepared to meet the demands of business and industry.	
Measures	
FY17: Six new articulation agreements will be developed between NCTC and MnSCU or other area institutions; six existing articulation agreements will be revised/renewed as required. NCTC will enter into two new initiatives with business or industry to benefit students in postsecondary CTE programs and to promote All Aspects of Industry and work-based experiences.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 2 Objectives 2</b>	
<b>Use of Funds*</b>	R9 Special Populations, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
2.2. Provide college mentor program within CTE programs to secondary students. Student mentors meet with prospective college students to assist with their transition to postsecondary CTE programs. Train college student mentors, promote program to area high schools and service agencies. • All programs considered non-traditional for gender will attempt to have a trained non-traditional mentor.	
Outcomes	
High school students will experience in-depth career exploration activities and experience smoother transitions to postsecondary programs. Students will be successful in their chosen postsecondary CTE fields.	
Measures	
FY17: 12 college students will be trained as mentors. 20 high school students and nontraditional-aged students will have participated in the mentorship program. 10% of total students who participated in the mentor program will be considered nontraditional for the program they mentor in.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$3,255.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$3,255.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,255.00

**Goal 2 Objectives 3**

Use of Funds\* R5 Professional Development , R10 Collaboration, P1 Advisory Committees

## Strategies

2.3. Ensure that all approved CTE programs within the consortium are utilizing local advisory committees. Secondary teaching staff meet with their associated program at the postsecondary level.

## Outcomes

Students experience consistent industry information as they transition from high school to work or college programs.

## Measures

FY17: All CTE staff with approved programs have forwarded a copy of their local advisory committee members and minutes to the Pine to Prairie office.

## Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$600.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$325.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$925.00
Total	\$925.00

**Goal 2 Objectives 4**

Use of Funds\* R3 All Aspects of an Industry, P5 Student Organizations , P6 Mentoring/Support Services

## Strategies

2.4. For All Aspects of Industry at the postsecondary level: • Faculty sabbaticals, student internships and job shadowing programs will provide experiences focused on current market trends; faculty will be able to validate current curricular standards and to integrate new standards into program curricula. • Industry will conduct seminars/conferences to demonstrate new products and techniques to technical programs. • Student evaluative activities will provide opportunities for students to apply knowledge learned in capstone experiences; examples may include student internships/clinicals or student capstone activities such as portfolios, industry based projects, etc. At the secondary level: • Secondary schools will promote field trips and/or job shadowing that emphasizes All Aspects of the Industry. • Include All Aspects of Industry curriculum review in all program approval meetings with CTE staff. • Work-based learning will emphasize All Aspects of Industry and foundation knowledge and skills. • At both secondary and postsecondary levels, encourage student participation in CTE student organizations.

## Outcomes

Students will have a broad understanding of All Aspects of Industry and curriculums will align with industry and market demands. Students will have the opportunity to participate in student organizations.

## Measures

FY17: 3 postsecondary faculty members will complete a sabbatical and 60 students will participate in internships or job shadowing programs. At the secondary level: 500 students will participate in field trips, job shadowing, or internship experiences that relate to learning about All Aspects of the Industry. 150 secondary students will participate in student organizations.

## Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$3,200.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,200.00
Secondary Required Activities	\$4,500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,500.00
Total	\$8,700.00

**Goal 2 Objectives 5**

Use of Funds\* R10 Collaboration, P1 Advisory Committees

## Strategies

2.5. Partner with business, community, and other educational institutions. • Post-secondary and secondary CTE programs will utilize advisory committees to review curriculum, market demands and changes in technology. • NCTC will participate in a community-based advisory committee to insure the college is meeting the needs of the community and region. • The college will continue to offer programs for Digi-Key Corporation and Polaris Industries to meet their high-wage, high-skill, high-demand needs. • NCTC is a member of the Chambers of Commerce of both Grand Forks/East Grand Forks and Thief River Falls. Secondary Level: •Partner with Digi-Key in Thief River

Falls and Team Industries in Bagley to offer internships and scholarships to high school students. • Secondary coordinator is a member of the NCTC advisory board and is an active participant in regional educational associations. • Coordinators will work with appropriate staff to oversee accomplishment of the objective.

#### Outcomes

Consortium shows sustained partnerships with a variety of partners.

#### Measures

FY17: All postsecondary CTE programs will hold advisory meetings a minimum of twice per year with additional meetings scheduled as necessary. The community based advisory meeting will meet at least once during the year. Digi-Key Corporation will offer up to 12 new (based on employee pool of qualified candidates) and 7 continuing scholarships for employees to work towards an AAS degree in Electronic Technology/Automated Systems. 15 new employees will begin the Electronic Components certificate program. FY17: for Secondary: • 20 students will complete internships at Digi-Key and Team Industries. • 20 secondary students will attend a summer aviation camp. • Attendance at board meetings reflects that the coordinator is active in the Northwest Counselors' Association, Northwest Service Cooperative, and the Northwest Principals' Association. • Secondary coordinator is an active member and attends NCTC advisory Committee. • All revised POS will reflect industry input from the local level. • Provide travel and substitute support for student organization advisors for 6 skill events with students. APR reflects that coordinators have addressed all strategies.

#### Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$750.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$1,500.00

### Goal 3: Improve Service to Special Populations

#### Goal 3 Narrative:

NCTC has a long history of providing academic support and services to all CTE students with a focus on special populations. The Academic Success Center provides academic support including content tutoring for CTE courses with emphasis on science, math and technology. Support also includes peer tutoring in some of the highly specialized CTE programs. Students with disabilities receive appropriate accommodations as well as other academic support when requested. Secondary systems provide special education services and transition planning for students. It is recognized by the consortium that special population students have barriers that can interfere with student success; the objective is to help remove some of these barriers so special populations students can achieve success at the same rate as the overall population of CTE students.

College and secondary counselors and academic advisors meet with students to plan appropriate course work. Students are encouraged to take advantage of academic and personal counseling, as well as career counseling services that are available. Counseling and academic support services are also available for college students enrolled in programs considered nontraditional for their gender. Students are more apt to take advantage of systems that provide individual support as needed. NCTC will continue to provide individual support to students enrolled in programs nontraditional for their gender through advocacy, counseling and crisis management in a manner that supports these students when requested.

NCTC staff/secondary coordinators will continue to provide information and support to CTE college and secondary faculty who teach in nontraditional programs in order to provide learning environments that are supportive and user-friendly for nontraditional students. The College will provide to area high school students and current college students exposure to nontraditional fields through career exploration days and information sessions. NCTC will produce promotional videos for CTE programs that will be accessible on the College's website and through social media platforms. These videos will promote service to special populations and nontraditional fields by gender. They will promote the high-skill, high-wage, high-demand occupations that special population students can prepare for at Northland. NCTC focuses on nontraditional student success by highlighting their stories on our website. Secondary schools work closely with nontraditional programming at NCTC through the mentoring program as well as nontraditional career fair information. Secondary Perkins will continue to provide resources to districts participating in career fairs or mentoring programs.

### Goal 3 Objectives

<b>Goal 3 Objectives 1</b>	
Use of Funds*	R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services
Strategies	
3.1. Provide services to CTE students with disabilities by developing a service plan and provide appropriate accommodations or support including: • Transition assistance, • Testing accommodations, • Adaptive equipment, • Tutoring, • Referral to other agencies, • Co-advising, • Note-taking.	
Outcomes	
Increase success rates for CTE students with disabilities by providing academic support and accommodations.	
Measures	
FY17: Monitor success rates for students with disabilities so that completion rate 2P1 and retention/transfer rate 3P1 both exceed negotiated targets and continue to increase over time. At the secondary level the completion rate for students with disabilities is 96.51% compared to the overall student completion rate of 98.76%. Although not a significant difference, we will continue to monitor the completion rates for students with disabilities.	
Reallocation Explanation	

Post-Secondary Required Activities	\$21,040.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,040.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$21,040.00

**Goal 3 Objectives 2**

**Use of Funds\*** R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services

**Strategies**

3.2. For postsecondary: • Academic Success Center staff will work with developmental instructors to promote and support learning communities. • CLAs and student tutors will be employed for support in CTE courses. • Writing Center tutoring will be provided to help students plan and edit writing assignments. • Inform students of the Academic Success Center/services, counseling, special population, diversity, limited English proficiency, etc., student services via the college website, email, or by letter and during college orientation. At secondary Level: Secondary schools will provide services which enable special populations to participate and be retained through the following: • Guidance and counseling, • Job shadowing and field trips, • Meetings with special population staff to encourage math instruction, • Mentoring, paraprofessional, or volunteer instruction assistance, • Classroom, equipment and curriculum modifications. Coordinator will work with Area Special Education Consortium to provide services to special populations. Coordinators will work with appropriate staff to oversee accomplishment of the objective.

**Outcomes**

Special population learners in CTE will receive additional academic support.

**Measures**

FY17: Postsecondary: Monitor success rates for special population students and compare rates with 2P1 and 3P1 negotiated levels. Exceed 2P1 and 3P1 negotiated levels and show continued increases over previous years. Report on APR, 2P1 and 3P1 rates for special populations.

FY17 Secondary: • All 29 districts provide accommodations and modifications at the district level, • Through state secondary data system, 98% of CTE programs show participation of special population learners, • Economically Disadvantaged and Individuals With Disabilities improve 3% points in 1S1 reading and 3% points in 1S2 math. FY17 APR reflects that the coordinators/consultants have addressed all strategies.

**Reallocation Explanation**

Post-Secondary Required Activities	\$84,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$84,000.00
Secondary Required Activities	\$5,626.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,626.00
Total	\$89,626.00

**Goal 3 Objectives 3**

**Use of Funds\*** R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services

**Strategies**

3.3. Provide retention and support services for single parents, displaced homemakers, and single pregnant women including advocacy, personal advising and crisis management. Provide workshops/seminars on topics affecting students in special population categories.

**Outcomes**

Enrollment and graduation rates for single parents, displaced homemakers and single pregnant women enrolled in CTE programs that lead to self-sufficiency will increase.

**Measures**

FY17: Monitor success rates for special population students and compare rates with 2P1 and 3P1 negotiated levels. Exceed 2P1 and 3P1 negotiated levels and show continued increases over previous years. Report on APR, 2P1 and 3P1 levels for special populations.

**Reallocation Explanation**

Post-Secondary Required Activities	\$7,298.75
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,298.75
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,298.75

**Goal 3 Objectives 4**

**Use of Funds\*** R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services

**Strategies**

3.4. The Consortium will: • Provide retention and support services for students in nontraditional programs including personal advising and crisis management, • Provide nontraditional information via printed material and NCTC web site. • Work with faculty in nontraditional programs to make the learning environment more user-friendly for nontraditional students when necessary, • Ensure faculty in nontraditional programs are alerted for difficulties nontraditional students may experience and notify appropriate staff for support when necessary, • Continue to focus on the career choice process and guidance for currently enrolled post-secondary students. Include a portion that focuses on providing information on nontraditional careers. As part of the secondary improvement plan: • Encourage the use of the non-traditional activity handbook to all counselors and instructors to promote recruitment and retention, • Include staff development on non-trad students, • Emphasize non-traditional recruitment at Northwest Counselor Association meeting, • Promote the viewing of non-traditional webinars. Coordinator reviews webinars and non-traditional resources, summarizes strategies, and forwards information to CTE staff.

**Outcomes**

CTE programs that are not credit-based will see an increase in enrollment and retention of nontraditional students.

CIE programs that are not gender balanced will see an increase in enrollment and retention of nontraditional students.

Measures	
FY17: For postsecondary, Monitor participation rates for nontraditional students and compare rates to the negotiated levels for 5P1 and 5P2. Exceed negotiated levels and show increases over the previous year. For secondary, improve and meet 6S1 target of 33.73% and 6S2 target of 30.30%.	
Reallocation Explanation	
Post-Secondary Required Activities	\$7,298.75
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,298.75
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$650.00
Secondary Total	\$2,650.00
Total	\$9,948.75

<b>Goal 3 Objectives 5</b>	
Use of Funds*	R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services
Strategies	
3.5. Evaluate barriers to success and provide counseling specific to developmental needs of students such as mental health, behavioral, psychological, and emotional needs.	
Outcomes	
Counseling services will be available to assist special population students define and accomplish academic, personal and career goals.	
Measures	
FY17: For students in special population categories, exceed negotiated target levels in Tech Skill Attainment 1P1, Credential, Certificate, or Degree 2P1, and Retention and Transfer Rates (3P1).	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$14,597.50
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$14,597.50
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$14,597.50

<b>Goal 3 Objectives 6</b>	
Use of Funds*	R6 Assessment , R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services
Strategies	
3.6. • College admissions reps visit high schools state-wide with high minority student populations, schedule meetings with counselors and visit occupational classrooms. • Present at career fairs and area high schools with high minority student populations. • Provide study groups for ESOL students to increase academic success. Study groups to include basic skills as well as occupation course work. • Continue to use the ESOL test in the Accuplacer assessment to help identify ESOL population. • Develop and offer specialized academic support tailored to fit the needs of the increasing international student population.	
Outcomes	
Minority students will be prepared for the transition to higher education and occupational careers. The increasing ESOL population will be provided additional academic support in health related courses and basic skills.	
Measures	
FY17: Visit all the high schools in the NCTC recruiting area including schools with high minority populations. Exceed negotiated targets for completion (2P1) and retention/transfer (3P1) rates for minority students; show increases over previous years.	
Reallocation Explanation	
Post-Secondary Required Activities	\$21,040.05
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,040.05
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$21,040.05

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

**Goal 4 Narrative:**

The process to ensure the continuum of service provision for enabling student transition is reviewed with each new grant period. Stakeholders have received the state drafted definition of Continuous Service Provision and discussed implications of choices to students, colleges, and secondary districts. Our POS use a sequential model for brokering which includes:

- Reviewing and validating all existing articulation agreements and establishing new ones where possible.
- Identifying PSEO, College in the High School, and Online College in the High School courses that assist students in the seven developed pathways.

- Identifying NCTC college articulation agreements with other colleges and listing them on the developed Programs of Study.

While we continue to use these strategies for the 7 pathways we have in place, we will reconsider the strategies as we examine how articulation is progressing in our consortium. As new models are created at the state level and in other consortia, we expect to revisit and adapt our CSP strategy. NCTC and the 29 secondary schools in this consortium have a long history of successful collaboration which has impacted students in Northwestern Minnesota in many ways. Students have seen benefits in transition, counseling, integration, articulation, online education, and nontraditional support services. A primary goal will be to continue the long-standing collaboration that Perkins III demonstrated. We know that articulation and concurrent enrollment committees are in place so we have a structure to accomplish CSP.

The consortium carefully identified all opportunities students would have to earn early college credit as we developed the seven pathways and we will identify any new opportunities as we review the POS this year. Technical Skill Assessment is an important piece in the transition work. We will continue to work with Alexandria Technical College, Northwest Technical College, and NCTC to offer Online College in the High School Classes. Our data show that our high school students enrolled in the Online College in the High School classes have a 94% success rate, higher than college-age students, and in FY16 over 1,300 students were enrolled in the two semesters.

**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Use of Funds*</b>	R10 Collaboration, R11 Articulation
Strategies	
4.1. NCTC will host a MN Education Fair with representatives from regional colleges from a 7 state/province area. • Campus visit days will be held for potential new students. • On-campus career exploration events will be held on both campuses for high school juniors and seniors to explore available programs and gain hands-on experiences with programs of study NCTC offers. • NCTC will participate in the Northern Valley Career Expo (Grand Forks, ND) and the Northern AdvanEdge Career Expo (Bemidji, MN) to showcase technical programs to high school students and provide information on regional occupational demands and training programs to help them prepare for these careers. •NCTC representatives will attend career/college fairs throughout Minnesota and North Dakota to highlight programs and career choices for potential students.	
Outcomes	
Secondary students will be better prepared to make informed program and college choices by attending these events. They will be aware of transition opportunities between programs/schools.	
Measures	
FY17: One education fair will be held, daily campus tours will be available and two career expo days will be held. Ten or more NCTC technical programs will be represented at the Northern Valley Career Expo. Northland representatives will attend 25 career/college fairs in North Dakota and Minnesota.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$4,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$4,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$4,000.00
<b>Goal 4 Objectives 2</b>	
<b>Use of Funds*</b>	R10 Collaboration, R11 Articulation
Strategies	
4.2. Academic Success Center personnel review Individual Education Plans (IEPs) of high school students planning to attend NCTC. • Academic Success Center personnel are involved in college tours and admissions to enhance transition services. • Provide Kuder Interest Inventory to area high school students to raise awareness of the courses at NCTC and to promote preparation for a successful post-high school transition. • Post-Secondary and Secondary Counselors involved with transition activities for high school students.	
Outcomes	
Transition services for high school students planning to enroll at NCTC will be provided.	
Measures	
FY17: All student IEPs presented are reviewed by NCTC's Academic Success Center and accommodations or other services are arranged/made available. Kuder Inventory is available to all consortium high schools and to NCTC students.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$14,050.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$14,050.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$500.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$500.00

<b>Total</b>	\$14,550.00
<b>Goal 4 Objectives 3</b>	
<b>Use of Funds*</b>	R4 Develop/Improve/Expand the use of Technology, P2 Counseling, P10 Student Transition
Strategies	
4.3. At the secondary level, provide MCIS subscriptions and training as well as other counseling tools to secondary schools to assist students in their Programs of Study and transition plans. For schools not using MCIS, make them aware of the free GPS Lifeplan resources. • Identify what counseling tools are used in each secondary district and purchase MCIS, Accuplacer curriculum, practice tests, and other resources for those needing such resources. • Provide career planning portfolios for secondary districts needing these resources • Provide field trips, job shadowing, and career fair opportunities to students. • Coordinators will work with appropriate staff to oversee accomplishment of the objective.	
Outcomes	
Students will have effective counseling and assessment tools to assist them in their course selection, career choices and transition plans.	
Measures	
FY17: MCIS, the Accuplacer curriculum and career planning portfolios are provided for secondary districts. 450 students to participate in field trips, job shadowing, or career fair opportunities. APR reflects that the coordinators/consultants have addressed all strategies.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$3,204.91
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$255.35
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,460.26
<b>Total</b>	\$3,460.26

<b>Goal 4 Objectives 4</b>	
<b>Use of Funds*</b>	R10 Collaboration, R11 Articulation
Strategies	
4.4. Consortium will work with stakeholders to consider CSP and determine appropriate actions. Consortium will review all POS and ensure that articulation, PSEO, and concurrent enrollment are up-to-date. Best practice efforts from Perkins III relating to CSP such as Tech Prep agreements, On-Line College in the High School, College in the High School and current articulation agreements will be sustained through all POS efforts. Coordinator will work with colleges and high schools to maintain viable Tech Prep agreements. Coordinators will work with appropriate staff to oversee accomplishment of the objective.	
Outcomes	
High School students will have multiple paths to college credit and all high school students in grades 9-12 will have individualized transition plans.	
Measures	
FY17: APR will reflect that over 600 students are earning college credit through multiple pathways. All students in grades 9-12 will have individualized education plans. APR reflects that the coordinators/consultants have addressed all strategies.	
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$2,100.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$1,000.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,100.00
<b>Total</b>	\$3,100.00

<b>Goal 4 Objectives 5</b>	
<b>Use of Funds*</b>	R10 Collaboration, R11 Articulation
Strategies	
4.5. Area high schools will be visited in school year 2016-2017 to present the College in the High School program to faculty and administration. • Interested high schools will receive a list of available courses and the common course outlines for those courses. • High schools will apply for approval of their plan to teach NCTC courses in their high schools. The application will include instructor credentials and a proposed course syllabus that meets the NCTC common course outline for the proposed course. • NCTC technical program departments will review the high school application to approve the application. • NCTC technical program departments will assign a mentor to partner with the high school instructor. • High school instructors, administrators and mentors will meet for a one day in-service. • High school instructors and mentors will meet at the high school site at least 2 times per semester.	
Outcomes	
Introductory level technical courses will be offered to area high schools in FY17.	
Measures	
In FY17: There will be 3 area high schools involved in teaching NCTC technical courses in Automechanics and Welding/Manufacturing. Mentors/high school instructors and administrators will meet on-campus at NCTC in November 2016 for in-service on the College in the High School program. 90% of the high school students taking the course will receive a college grade of C or better.	



Reallocation Explanation	
Post-Secondary Required Activities	\$4,386.67
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,386.67
Secondary Required Activities	\$2,900.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,150.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,050.00
Total	\$8,436.67

**Goal 4 Objectives 6**

Use of Funds*	R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees
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## Strategies

4.6. Organizational structure of the Pine to Prairie/Northland consortium enables collaboration that ensures student success. • Sustain Executive Committee made up of 3 superintendents and 3 administrators from NCTC. • Sustain individual advisory boards for NCTC and Pine to Prairie to ensure student success is being met at each level. Coordinators will ensure collaboration and continuity for students.

## Outcomes

State and local data reflects increased student success due to collaboration of stakeholders.

## Measures

FY17: State data for 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1, and 6S2 reflect that student achievement has been sustained in the new consortium. FY17: State data for 1P1, 2P1, 3P1, 4P1, 5P1 and 5P2 reflect that student achievement has been sustained in the new consortium.

## Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$800.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$600.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,400.00
Total	\$1,400.00

**Goal 4 Objectives 7**

Use of Funds*	R1 Academic Integration , R6 Assessment , P10 Student Transition
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## Strategies

4.7. In FY17 utilize secondary TSA in Auto, Health Therapeutics, Diagnostic Services, Health Informatics, Administrative Support, Construction, and Plant Systems to facilitate student transition. Provide staff development and necessary resources to meet TSA targets. 2S1 target has been met, but continued improvement will be expected.

## Outcomes

Student performance results on TSA's continue to improve as a result of curriculum modifications and purchased resources.

## Measures

FY17: State data for 2S1 shows a 5% improvement over FY16.

## Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,481.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$1,100.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,581.00
Total	\$2,581.00

**Goal 4 Objectives 8**

Use of Funds*	R10 Collaboration, R11 Articulation
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Strategies	
4.8. NCTC will work with Alexandria Technical College, Northwest Technical College, and the 4 area secondary consortiums including Pine to Prairie to expand college course offerings.	
Outcomes	
The consortium will continue to offer and expand CTE Online College in the Classroom. Additional Pine to Prairie high schools will utilize the OCHS program.	
Measures	
For FY17: Will offer 10 CTE courses per semester through OCHS (Online College in the High School) to area high school students. Two additional Pine to Prairie schools will participate in the OCHS program.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,250.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,250.00
Total	\$3,250.00

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

**Goal 5 Narrative:**

The Pine To Prairie/Northland consortium has the advantage of a long history of collaboration and positive relationships in articulation, online college classes, and support for non-traditional students. Matriculation patterns of students reflect that the geography and collaboration has and will continue to be a factor in student decisions about postsecondary choices. Past history with stakeholders in this consortium indicates that collaboration will be shared and mutual, and as new stakeholders join, we will continue to foster that "corporate culture" of mutual respect and responsibility. We continue to use an Executive Board for the consortium as well as monthly meetings with Deans, Superintendents, and Principals. The Executive Board and the Pine to Prairie Cooperative Board monitors fiscal rules for operations, collaborative budget development, and promotion of the consortium vision. Each entity in the consortium will put in place the accountability measures necessary to ensure that student success is achieved. The college, each of the 29 high schools, and the consortia boards as a whole will review all state data to determine which actions are necessary to improve student performance. Consortium activities and resources are and will be directed toward those identified needs. We will use technical skill assessments to improve our CTE programs. Fiscal responsibility rests with Pine to Prairie and NCTC and current fiscal practices will be modified as the law and state require. In short, we expect all processes and structures to be dynamic with student success being the dominant concern. We will collaborate with other consortia on POS and CSP and reach out to other MNSCU campuses to meet needs we cannot meet. We will collaborate with other consortia in the state to adopt practices that are effective in assisting students in their career goals.

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
Use of Funds*	R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration
Strategies	
5.1. Administrative boards at all levels examine data, student progress, labor market information, and curriculum. Executive and Pine to Prairie boards will meet to ensure that collaboration is a priority. Boards at all levels will provide leadership for marketing of Programs of Study (POS) and Continuum of Service Provisions (CSP). Boards will supervise and oversee development of processes and structures to ensure the success and sustainability of the consortium.	
Outcomes	
Student achievement increases in all indicators.	
Measures	
FY17: Secondary FY16 data indicate that all indicators have been met, so no reports or improvement plans are necessary. FY17 targets for 1S1, 1S2, 2S1 will be 2% increases. Secondary FY16 data shows that indicators 6S1 and 6S2 were met. FY17 targets for 6S1 and 6S2 will be 1% increases.	
FY17 Postsecondary: Data for 1P1 and 3P1 show 1% increases and continue to exceed negotiated targets; data for 2P1, 4P1, 5P1, 5P2 will meet or exceed negotiated targets.	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$950.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$1,150.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,100.00
<b>Total</b>	\$2,100.00

**Goal 5 Objectives 2**

<b>Use of Funds*</b>	R8 Size/Scope/Quality, R10 Collaboration
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**Strategies**

5.2. Build, operate, and sustain the Pine to Prairie and Northland Community and Technical College consortium. Pine to Prairie and NCTC will act as fiscal agents and follow appropriate fiscal rules. All boards and coordinators will use the Perkins grant and the accompanying resources to promote CTE within the region. The executive board, secondary consortium boards, and NCTC boards will collaborate and foster positive relationships with all stakeholders and these boards will share resources and grant goals. All stakeholders will consider the Continuum of Service Provision and determine what best meets student needs based on matriculation patterns of students and emerging student POS needs. The executive committee will lead the consortium and provide continuity, shared vision, and a "corporate culture" of mutual respect, shared goals, and concern for student success.

**Outcomes**

All stakeholders recognize the benefit of the Perkins consortium. The executive boards, advisory boards, and committees will meet in a timely manner and make decisions that best support student improvement and transition to college and careers.

**Measures**

FY17: College and Pine to Prairie records and the Annual Performance Report will reflect that structures and boards have been sustained, appropriate CSP procedures are in place, and fiscal rules have been followed.

**Description**

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$3,600.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$3,600.00
<b>Secondary Required Activities</b>	\$1,650.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,650.00
<b>Total</b>	\$5,250.00

**Goal 5 Objectives 3**

<b>Use of Funds*</b>	Secondary Admin Cost
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**Strategies**

Secondary Admin Cost Only

**Outcomes**

Secondary Admin Cost Only

**Measures**

Secondary Admin Cost Only

**Description**

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$8,214.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$8,214.00
<b>Total</b>	\$8,214.00

**Administrative Cost**

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$6,056.74
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$8,214.00

**Verification**

I want to pull over my Goals 1-5 budget amounts. Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$10,092.28	\$0.00	\$63,207.72	\$0.00	\$0.00	\$73,300.00	\$78,581.00	\$2,000.00	\$37,204.00	\$0.00	\$0.00	\$117,785.00	\$191,085.00

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$3,255.00	\$0.00	\$3,200.00	\$0.00	\$0.00	\$6,455.00	\$5,850.00	\$0.00	\$2,075.00	\$0.00	\$0.00	\$7,925.00	\$14,380.00

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$140,677.55	\$14,597.50	\$0.00	\$0.00	\$0.00	\$155,275.05	\$7,626.00	\$0.00	\$650.00	\$0.00	\$0.00	\$8,276.00	\$163,551.05

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$22,436.67	\$0.00	\$0.00	\$0.00	\$0.00	\$22,436.67	\$13,735.91	\$0.00	\$4,605.35	\$0.00	\$0.00	\$18,341.26	\$40,777.93

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$3,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,600.00	\$2,600.00	\$0.00	\$1,150.00	\$0.00	\$0.00	\$11,964.00	\$15,564.00

**Goal Totals**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$180,061.50	\$14,597.50	\$66,407.72	\$0.00	\$0.00	\$261,066.72	\$108,392.91	\$2,000.00	\$45,684.35	\$0.00	\$0.00	\$164,291.26	\$425,357.98

**Secondary Budget Details**

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Description	File Name	File Size
Pine to Prairie Secondary Supplemental Budget Spreadsheet	P to P Secondary-Budget-Supplemental-Sheet-16-17.xlsx	70 KB

**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,500.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$3,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$4,000.00
Totals	\$8,500.00

**Improvement Plan Action Steps**

Improvement Plan Action Steps 1	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P1 – Nontraditional participation
Action Steps to improve the performance	
Target web-based advertising to nontraditional populations.	
<ol style="list-style-type: none"> <li>1. Develop videos showcasing technical programs offered at NCTC. Include links to these videos on the college website and social media platforms.</li> <li>2. Continue to promote personal success stories of NCTC nontraditional graduates who have achieved successful employment in their fields.</li> <li>3. Target web-based advertising to specific regions or population centers to promote NCTC technical programs.</li> </ol>	
<b>Resources Needed*</b>	Funds for advertising and for production of videos.
<b>Timeline*</b>	Videos will be produced beginning in July 2016 and will continue until complete or until available funds are expended. We had hoped to begin this process last year, but found that it would take longer than anticipated. Also, our interim marketing director had too many other priorities to get this project moving in FY16. At this point, we have already identified several vendors for this project. We also have a better understanding of the process and timeline necessary. More personal success stories will be produced and advertised on the Northland website as individuals can be identified and agree to participate in the program.
<b>Person(s) Responsible*</b>	Academic Deans, Director of Marketing/Communications.
<b>How will progress be documented?*</b>	Web-hits on the NCTC website will be monitored to see if video content and success stories are drawing prospective applicants to CTE programs on the NCTC website. Enrollment of nontraditional students will be tracked to determine the effect of the advertising. Data for indicator 5P1 will be monitored to determine changes in nontraditional participation.
<b>Sub-populations or groups where gap exists:*</b>	The gap exists in all areas as there are few nontraditional students by gender.
<b>Describe any contextual factors that might contribute to this gap:*</b>	Since there are opportunities in nearly every field, there is little interest or incentive for students to pursue nontraditional fields in this region.
Further Information	
See attached document entitled "CTE Videos" for background information on use of CTE promotional videos. Also, see attached file "Finding Her Passion in Welding." This story appeared as a headline article on the Northland website.	
<b>Improvement Plan Supporting Documents (optional, not required)</b>	
Improvement Plan Action Steps 2	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P2 – Nontraditional completion
Action Steps to improve the performance	
<ol style="list-style-type: none"> <li>1. Investigate why the number of males in health careers has reduced significantly.</li> <li>2. Investigate specific program admission requirements to determine if they have had an impact on enrollment.</li> <li>3. Direct college recruiting efforts to attract students into nontraditional career areas (See 5P1).</li> <li>4. Determine what barriers exist that prevent nontraditional students from completing programs. Work to mitigate these barriers.</li> <li>5. Increase Program and Degree Options. Evaluate existing programs for appropriate stop-out points (certificate, diploma, etc.) to meet needs of nontraditional students. Formalize offerings for part-time degree options to meet student demands.</li> <li>6. Foster stronger relationships between advisors and students to achieve increased completion rates. Review and improve the Program Specific Advising model.</li> <li>7. Increase engagement opportunities with at-risk students.</li> </ol>	
<b>Resources Needed*</b>	staff time
<b>Timeline*</b>	Work will continue throughout FY17.
<b>Person(s) Responsible*</b>	Academic deans, Dean of Student Services, Director of Academic Success Center, Division Chairs.
<b>How will progress be documented?*</b>	Work completed in various committees and/or work groups will be documented in meeting minutes. Track nontraditional enrollment and persistence/completion.
<b>Sub-populations or groups where gap exists:*</b>	The total number of males in nontraditional programs (primarily health careers) dropped significantly from the previous year.
<b>Describe any contextual factors that might contribute to this gap:*</b>	The availability of child care in the area of our two campuses may be a factor in retention of nontraditional students. As described in 3P1, the robust economy in NW Minnesota and neighboring North Dakota may be drawing students out of the classrooms and into available jobs.

Further Information	
Nontraditional completion numbers will improve as a consequence of increased college enrollment in nontraditional career areas. Stakeholders include academic deans, program directors of nontraditional programs, and faculty members in these programs. Information will be pulled from ISRS data for enrollment and completion.	
Improvement Plan Supporting Documents (optional, not required)	

### Related Improvement Plan documents

Upload any additional supporting documents here.	CTE Videos.pdf
Upload any additional supporting documents here.	JOB SHADOW EMPLOYERS.pdf
Upload any additional supporting documents here.	
Upload any additional supporting documents here.	
Upload any additional supporting documents here.	

### Improvement Report

<b>Improvement Report 1</b>	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	60.11%
Actual Performance:	57.11%
General strategies planned to improve performance:	
In an effort to increase the number of completers, Northland has developed several stackable certificate programs in many of the technical programs offered, providing convenient stop-out points for students. This allows students to enter the workforce in their chosen fields and return to Northland for additional training later at their convenience. In the Automotive Service Technology program, for example, two certificates, one at 18 credits and another at 21 credits, were developed that are component parts of our Automotive diploma and AAS programs. This same process has been followed in the Autobody, Aviation Maintenance, Computer Network Technology, Plumbing/HVAC, Medical Administrative, and Welding programs.	
Comments or context for actual performance (optional):	
In some fields, demand for trained workers is so high that students are offered employment prior to and without graduating from the college. This is especially true in the building trades programs and in welding. Once they achieve a certain level of skill in these fields, some students are hired away before completing their programs and are therefore counted as noncompleters.	
<b>Improvement Report 2</b>	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	70.84%
Actual Performance:	69.98%
General strategies planned to improve performance:	
Northland will use job-shadowing opportunities as a way to improve student placement. We conducted our first job shadowing event in Feb 2015 with participation of 45 Northland students. Feedback from students who participated was positive. This opportunity for students to connect with area employers was offered again in Feb 2016. This serves both our students as well as area employers who are looking for skilled employees.	
In addition, Northland will offer more internship opportunities to students. In cooperation with the University of North Dakota (UND), we have participated in Fall and Spring internship fairs on the UND campus, where students interested in specific businesses/industries can meet with company representatives and discuss internship opportunities which may lead to long-term careers.	
Comments or context for actual performance (optional):	
Northland Community & Technical College is an active member/participant in the Business/Post-secondary Education Workforce Committee of the combined Chambers of Commerce of Grand Forks, ND and East Grand Forks, MN. The focus of this committee is to increase employer and post-secondary engagement with the intention of helping college students obtain employment in the local area. As a result of our participation, Northland partnered with the University of North Dakota, North Dakota Job Service, and local businesses and employers to participate in a new job-shadowing initiative for our students. Another initiative put forward by the committee was to increase the number of internships for post-secondary students in the Grand Forks/East Grand Forks region. With the University of North Dakota close-by, we were invited to participate in their Fall and Spring internship fairs, where interested local businesses can meet directly with students searching for internships within their career areas. This proved to be hugely successful, with 45 Northland students taking part in the initial event. By participating in these events, it is hoped that student placement rates will increase over time.	
<b>Improvement Report 3</b>	
Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	15.97%
Actual Performance:	13.73%
General strategies planned to improve performance:	
Northland has been focusing on testimonials from graduates in non-traditional careers to promote further non-traditional participation. For example, we recently developed a promotional campaign focusing on a female graduate of our welding program who is now employed in the field. This kind of exposure is designed to encourage others to enter non-traditional programs. We are also focusing on web-based advertising which can be targeted to specific groups or communities and can be changed frequently or as required. For example, using the Programs of Study website, we have determined which high schools have programs of study that relate to technical programs taught at Northland. We are focusing our web-based advertising to potential Northland students in these geographic areas in relation to the programs of study available at the area high schools, thereby targeting students who may already be inclined to further pursue these specific programs of study. Frequent advertising on electronic billboards in high-traffic areas as well as adding evening courses in Fall 2016 should positively impact nontraditional participation by increasing awareness of available programs and options for completion.	
Comments or context for actual performance (optional):	
<b>Improvement Report 4</b>	

<b>Indicator Not Met:</b>	5P2 – Nontraditional completion
<b>Negotiated Performance:</b>	11.00%
<b>Actual Performance:</b>	9.35%
General strategies planned to improve performance:	
Northland began program-specific advising in Fall 2014 to help address the problem of low non-traditional completion. One of the goals of this program is to establish strong bonds between students and their advisors in the hope that potential problems relating to persistence are dealt with before students drop out of school. Also, advisors know students by name and can better influence them to continue through to program completion. Our Academic Success Center has been working with students to provide tutoring support to many nontraditional students; we will continue to focus many of our resources in this area.	
Comments or context for actual performance (optional):	
Nontraditional completion made a large jump from 6.91% in reporting year 2013 to 10.05% in 2014. Data for the 2014-2015 reporting year shows a 5P2 rate of 9.35%; although this is a slight drop from the previous year, we believe the trend is increasing and our negotiated target of 11.00% will be attainable in FY17.	
<b>Improvement Report 5</b>	
<b>Indicator Not Met:</b>	6S1 – Nontraditional participation
<b>Negotiated Performance:</b>	31.55%
<b>Actual Performance:</b>	31.23%
General strategies planned to improve performance:	
According to the FY 13-14 annual Carl Perkins report Pine to Prairie's non-traditional enrollment is low in the following career cluster areas: Manufacturing, Transportation, and Construction. Each of these areas are below our target enrollment of 31.55%. 1. At site visits at school districts with programs in the 3 fore-mentioned areas discuss non-traditional recruiting techniques with instructors.	
2. Consortium coordinator will also review recruiting posters to assure females are included. Coordinator will also view the culture of the classroom to assure that instructors are not biased in their instruction. 3. Reinforce with counselors and CTE instructors the use of the non-traditional handbook. There are numerous activities in the handbook that can be used to help non-traditional recruitment. 4. There are numerous webinars now available for non-traditional recruitment. The coordinator will review the webinars and send information about the webinars to teachers and counselors. 5. The coordinator will also watch webinars and send a synopsis of the webinars to staff and counselors.	
During the past year the secondary consortium coordinator has sent short emails to instructors encouraging them to recruit and work with non-traditional students. Ideas include non-traditional speakers, on field trips talk to the businesses about introducing non-traditional employees to the students. Assure that classroom posters include non-traditional students, and have open houses just for non-traditional students and parents. Instructors appreciate the ideas and the manner in which they are delivered via short emails. I also include the counselors in all of the emails as well.	
Our non-traditional enrollment has improved over the years from a low of 19% to a current 31%. Ideas and cultural changes take a while to enact, but we think we are making progress.	
Comments or context for actual performance (optional):	

<b>Improvement Report 6</b>	
<b>Indicator Not Met:</b>	6S2 – Nontraditional completion
<b>Negotiated Performance:</b>	20.83%
<b>Actual Performance:</b>	19.01%
General strategies planned to improve performance:	
The main problem we have with meeting indicator 6S2 non-traditional completion is that in many of our small schools we have introductory CTE courses, but the schools do not have the budgets to offer advanced level courses. In many of our schools we offer introductory level CTE courses in a number of areas and encourage students to explore a number of different areas while still in high school. The culture is one of encouraging career exploration and not concentrating in one CTE area. At the high school level this may be a worthwhile strategy. That being said the consortium coordinator will review the data with school district administration, counselors, and CTE staff. We do in a number of our schools have sequential CTE courses and we will work with the school staff to encourage students to think about concentrating in one CTE program. Construction programs and Auto programs are the CTE areas where we do have sequential courses. The consortium coordinator during site visits will work with instructors and counselors on encouraging students to take advanced level Auto and Construction courses.	
Comments or context for actual performance (optional):	

## Rigorous Program of Study

<b>Rigorous Program of Study 1</b>	
<b>State-Approved Rigorous Program of Study*</b>	Therapeutics Services
<b>RPOS submitted with 10 components</b>	PinetoPrairie_LincolnHS_Therapeutic Services _ MN Programs of Study _ ISEEK.pdf
<b>Rigorous Program of Study 2</b>	
<b>State-Approved Rigorous Program of Study*</b>	Diagnostic Services
<b>RPOS submitted with 10 components</b>	TRF Health Diagnostics-RPOS.htm

## Programs of Study

<b>Programs of Study 1</b>	
<b>Career Fields</b>	Health Science Technology
<b>Career Clusters</b>	Health Science
<b>Career Pathways</b>	Therapeutics Services
<b>In which CTE Program?</b>	Nursing Assistant
<b>At which High School? College?</b>	Northland CTC
<b>State-Approved Secondary Assessments</b>	
<b>State-Approved Postsecondary Assessments</b>	NAR - Nursing Assistant Registry



In which course (use course code) or at what time in the program?	End of program
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<b>Programs of Study 2</b>	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Therapeutics Services
In which CTE Program?	Health Occupations
At which High School? College?	Thief River Falls HS
State-Approved Secondary Assessments	Precision Exams/ National Consortium for Health Science Education (NCHSE) Assessment & Certificate Program – National Health Science Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	070208-02

<b>Programs of Study 3</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Lic Prac Nursing
At which High School? College?	Thief River Falls High School
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Practical Nurses (NCLEX-PN) - National Certification Exam
In which course (use course code) or at what time in the program?	End of program

<b>Programs of Study 4</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	AD Nursing - RN
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - National Certification Exam
In which course (use course code) or at what time in the program?	End of program

<b>Programs of Study 5</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Surgical Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Board of Surgical Technology & Surgical Assisting (NBSTA) - Credentialing Exam
In which course (use course code) or at what time in the program?	End of program

<b>Programs of Study 6</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Respiratory Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Board for Respiratory Care (NBRC) - Respiratory Therapist Technician Exam
In which course (use course code) or at what time in the program?	End of program

<b>Programs of Study 7</b>	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Occupational Therapy Asst
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Board for Certification in Occupational Therapy (NBCOT) -Occupational Therapy Assistants Credentialing Exam
In which course (use course code) or at what time in the program?	End of program

Programs of Study 8	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Pharmacy Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Pearson-Vue Pharmacy Technician Certification Board (PTCB) Pharmacy Technician Certification Exam (PTCE)
In which course (use course code) or at what time in the program?	End of program

Programs of Study 9	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Vehicle Services
At which High School? College?	Mahnomen High School
State-Approved Secondary Assessments	CareerTech – Automotive: Engine Performance Technician
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	170302-02

Programs of Study 10	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Service Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Automotive Student Skills Standards Assessment (NA3SA) Automotive Service Technology Assessment (developed by Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA)
In which course (use course code) or at what time in the program?	End of Spring Semester

Programs of Study 11	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Aviation Maint. Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Federal Aviation Administration National Certification Exam: Aviation Mechanic Written Exam - General, Airframe and Powerplant
In which course (use course code) or at what time in the program?	End of program

Programs of Study 12	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Health Occupations
At which High School? College?	Thief River Falls HS
State-Approved Secondary Assessments	Precision Exams/ National Consortium for Health Science Education (NCHSE) Assessment & Certificate Program – National Health Science Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	070208-02

Programs of Study 13	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Medical Transcription/Editor
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Association for Healthcare Document Integrity (AHDII) - Registered Medical Transcriptionist (RMT)
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 14	

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Health Informatics
In which CTE Program?	Medical Coding Spec
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Association of Professional Coders (AAPC) – Certified Professional Coder (CPC)
In which course (use course code) or at what time in the program?	End of Program

**Programs of Study 15**

Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Diagnostic Services
In which CTE Program?	Health Occupations
At which High School? College?	Thief River Falls HS
State-Approved Secondary Assessments	Precision Exams/ National Consortium for Health Science Education (NCHSE) Assessment & Certificate Program – National Health Science Assessment
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	070208-02

**Programs of Study 16**

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Radiologic Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Registry of Radiologic Technologists (ARRT)—Radiologic Technologist Examination
In which course (use course code) or at what time in the program?	End of program

**Programs of Study 17**

Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Cardiovascular Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Cardiovascular Credentialing International (CCI)—Registered Cardiovascular Invasive Specialist Examination (RCIS)
In which course (use course code) or at what time in the program?	End of program

**Programs of Study 18**

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Admin Support
At which High School? College?	Climax High School
State-Approved Secondary Assessments	Certiport - Internet & Computing Core (IC3) - Computer Fundamentals
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	140710-22

**Programs of Study 19**

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Admin Support
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Services
In which course (use course code) or at what time in the program?	End of Program

**Programs of Study 20**

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration

Career Pathways	Administrative Support
In which CTE Program?	Admin Assistant
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Services
In which course (use course code) or at what time in the program?	End of Program

**Programs of Study 21**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Occup
At which High School? College?	Fosston HS
State-Approved Secondary Assessments	Skills USA - Carpentry
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	171000-01

**Programs of Study 22**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Carpentry - Residential
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Carpentry
In which course (use course code) or at what time in the program?	End of Program

**Programs of Study 23**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Electricity
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Electrical Construction
In which course (use course code) or at what time in the program?	End of Program

**Programs of Study 24**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Plumbins
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Plumbing
In which course (use course code) or at what time in the program?	End of Program

**Programs of Study 25**

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	
Career Pathways	Plant Systems
In which CTE Program?	Ag combined Programs
At which High School? College?	Thief River Falls HS
State-Approved Secondary Assessments	Precision Exams - Plant & Soil Science I
State-Approved Postsecondary Assessments	CareerTech - Horticulture: Introduction to Horticulture
In which course (use course code) or at what time in the program?	019901-69

**Programs of Study 26**

Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Farm Operations & Mgmt

At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Department of Agriculture (MDA) - Licensed Non-Commercial Pesticide Applicator
In which course (use course code) or at what time in the program?	AGRI 2260

<b>Programs of Study 27</b>	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Transportation, Distribution, and Logistics
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Body Tech
At which High School? College?	Northland CTC
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NA3SA Collision Repair and Refinishing Assessment (developed by ASE in partnership with AYES, NATEF & SkillsUSA)
In which course (use course code) or at what time in the program?	End of Spring Semester

### Coordination Time for Perkins Grant

#### Secondary

*This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures*

Total percentage of time for Coordinators of Perkins:\* 50.0%

Coordinator Budget:\* \$55,000.00

#### Post-Secondary

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

Coordinator Budget:\* \$7,119.00

### Perkins Dollars

### Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Karl Ohrn	Post-Secondary Perkins Coordinator		\$7,200.00	Ohrn PD 021616docx.docx
Kelsy Blowers	Counselor/Mentor Coordinator		\$13,700.00	MnSCU AP 1 - Blowers.docx
Kate Schmalenberg	Counselor		\$35,100.00	
Joyce Plott	College Lab Assistant		\$17,500.00	CLA 2 - Plott, Joyce 9-28-15.docx
Jennifer Borsvold	College Lab Assistant		\$43,866.72	CLA 2 - Borsvold, Jennifer.docx
Gloria Serna	College Lab Assistant		\$29,600.00	CLA2 - Serna, Gloria.docx
CLA1 - TBD (EGF)	Limited PT CLAs		\$28,000.00	CLA 1 - Newhall Joseph.docx
Murray Turner	Sec. Perkins Coordinator/Consulting	318117	\$56,000.00	
Pam Page	Secondary Perkins Bookkeeper	N/A	\$2,404.00	
Alys Seay	College Lab Assistant		\$11,500.00	CLA2 - Seay, Alys.docx
			\$244,870.72	