



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02319 - FY18 Pine-to-Prairie Northland Consortium

Perkins IV Consortium

Grant Title: FY18 Pine-to-Prairie Northland Consortium
Grant Number: 02084
Grant Status: Underway
Comments:
Applicant Organization: Pine-to-Prairie Northland Consortium
Grantee Contact: Murray Turner
Award Year: 2017
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 06/19/2017 Proposal Date 07/01/2017 Contract Received 06/30/2018 Contract Executed
Project Dates: 06/19/2017 07/01/2017 06/30/2018
Grant Administrator: Debra Wilcox-Hsu
Contract Number: 02084
Award Year: 2017

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017
 06/30/2018
 Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Northland Community and Technical College		
Ada-Borup	01 public school district	2854
Badger	01 public school district	676
Bagley	01 public school district	162
Clearbrook-Gonvick	01 public school district	2311
Climax	01 public school district	592
Crookston	01 public school district	593
East Grand Forks	01 public school district	595
Fertile-Beltrami	01 public school district	599
Fisher	01 public school district	600
Fosston	01 public school district	601
Goodridge	01 public school district	561
Greenbush-Middle River	01 public school district	2683
Grygla	01 public school district	447
Kittson Central	01 public school district	2171
Lancaster	01 public school district	356
Mahnomen	01 public school district	432
Marshall County	01 public school district	441
Norman County East	01 public school district	2215
Norman County West	01 public school district	2527
Red Lake County Central	01 public school district	6275
Red Lake Falls	01 public school district	630
Roseau	01 public school district	682
Stephen-Argyle	01 public school district	2856
Thief River Falls	01 public school district	564
Tri-County	01 public school district	2358
Warren-Alvarado-Oslo	01 public school district	2176
Warroad	01 public school district	690
Waubun	01 public school district	435
Win-E-Mac	01 public school district	2609
Pine to Prairie Cooperative Center	51 vocational center	985

Summary Narrative Part Two

Comprehensive Professional Development

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

The Pine to Prairie/Northland Consortium's goal is to provide opportunities for all stakeholders in CTE Programs of Study to participate in or attend professional development opportunities throughout the year. Examples of professional development activities include:

- Faculty Professional Development. In accordance with college policy, all postsecondary faculty must submit a professional development plan to administration annually. Instructional strategies for academic and CTE integration and non-traditional recruitment and retention are included in staff development activities. Integration of academic standards into CTE has been a staff development goal annually in Pine to Prairie/Northland consortium funding.
- Technical Skills Assessments (TSAs). We will continue to work with faculty to review curriculum and instructional strategies based on the results of TSA testing.
- POS Review. Previously-developed Programs of Study are revisited with faculty and industry advisory boards to determine if revisions are necessary.
- Briefing of Consortium administrators. State data is presented and analyzed with consortium administrators. Recommendations to improve student achievement are made and discussed at each level of stakeholder involvement.
- College Mentor Program. Through the college mentor program, college students in CTE programs are provided training to help first-time college students transition from high school to college CTE programs. Student mentors provide support to new college students at a time when they may be lacking confidence and unsure about their abilities to succeed at the postsecondary level.
- Professional Conferences. NCTC makes funds available for CTE faculty to pursue professional development in their fields; for example, in FY17, NCTC funded faculty attendance at a CAPTE (Commission on Accreditation of Physical Therapy Education) self-study workshop to learn new accreditation standards and to ensure their incorporation into the Physical Therapy program at NCTC.
- College in the High School (CHS) teacher support. The annual CHS Fall Conference is held at NCTC's Thief River Falls campus during November of each academic year. The conference addresses current topics in concurrent enrollment, timely updated information for teaching CHS courses, as well as individualized departmental meetings with college faculty. First-year CHS high school instructors will have an on-campus orientation at NCTC prior to the approval of their course. Every CHS high school instructor will be assigned an NCTC faculty mentor who will meet with their assigned high school instructor at least 3 times during the semester.

Expenditures will be made when possible for these and other professional development activities.

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)]

When secondary CTE teachers retire or move to other districts, consortium schools seek to replace them with highly qualified, licensed instructors who 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 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.

The Pine to Prairie cooperative continues to struggle to find licensed CTE teachers for our programs. The legislative task force met, but not much changed in the way of bringing industry people in to teach secondary CTE programs without having a four year degree. Pine to Prairie has 25% of their CTE staff on variances or licensed as Community Experts. The Community Expert teachers are working on obtaining their licenses through attending college online and the CTE teachers who have variances are working through the portfolio process to obtain their CTE license. The FY18 grant includes resources to help those teachers with variances work through the portfolio process. The Perkins coordinator arranges staff development days for the teachers to attend training sessions to complete their portfolios. Perkins dollars are not used to pay for college credits for the Community Experts to obtain their 4-year degrees.

NCTC uses the Minnesota State Colleges and Universities system advertising process for filling vacancies via the web and through other outlets. Most of our CTE faculty have been in-place for several years and turnover is not frequent. Prior NCTC program graduates are a good source of potential faculty; several of our CTE faculty are graduates of our programs. Connections with local businesses and industry often provide leads to qualified applicants. For example, a few years ago NCTC had difficulty hiring a qualified electrician for our Construction Electricity program following a retirement in that program. NCTC struggled to find a qualified applicant, but used connections in the industry to find a highly-qualified retired electrician who was interested in teaching in our program. His vast knowledge and experience revitalized the program. On many occasions, CTE vacancies are filled by instructors who have been laid-off from other teaching positions within Minnesota State who claim positions at NCTC. This is how the college filled vacancies recently in Carpentry and Administrative Support programs.

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.

At the secondary level, the Perkins coordinator presents data to all superintendents at a late-winter meeting as well as in one-on-one discussions with district administrators at site visits. Principals receive 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 Minnesota State. The combination of these reports reflects 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 percent over the last 5 years; therefore, we feel that students who qualify for OCHS courses are ready for college-level coursework.

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 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 that participate in the OCHS program also have the Ed Ready curriculum available for all their students. This curriculum consists of math and reading comprehension materials that help students 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.

NCTC has identified five Institutional Learner Outcomes (ILOs) for CTE programs at the College. These ILOs are as follows: Communication Skills, Critical Thinking, Global and Civic Responsibility, Information and Applied Technology, and Personal Development. Students in diploma and certificate programs must meet 3, 4, or all 5 ILOs depending on the credit-length of the program. A.A.S. degree program graduates must meet all five ILOs. All programs, regardless of length, require that students achieve ILO outcomes for Communication Skills and Critical Thinking. The results of ILO assessments indicate whether or not students have achieved these outcomes as a result of instruction provided. The intent

is for all students to achieve these outcomes prior to graduation. Faculty use rubrics for each ILO when grading specific projects or assignments to determine whether or not these outcomes are met. A sampling of these ILOs are assessed by the college annually for CTE programs. Trends showing poor performance on specific ILOs indicate that adjustments to the program or instruction provided are necessary.

NCTC also sends out surveys to employers of our graduates to obtain feedback on graduate performance in the work environment. 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.

Results of ILO assessment and graduate surveys may identify CTE program weaknesses which can be addressed with appropriate Perkins Grant expenditures.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

Within the Health Science Technology career field, we chose the Therapeutic Services career pathway as our first RPOS in 2013-2014. The following year we identified Diagnostic Services as a second RPOS for the Consortium.

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. Therapeutic Services and Diagnostic Services are both high-paying and high-demand careers in our area. The 2008 Northwest Minnesota Careers Supplement published by DEED listed 18 high-demand and high-paying health science careers in our region, over twice as many as any other career field. Health-related careers are the strongest program areas offered at 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 offer the continuum of entry and exit points for learners from a CNA certification through a bachelor's degree.

The Therapeutic Services Program of Study was developed in the fall of 2008. NCTC faculty and administrators, secondary teachers, Perkins coordinators, and advisory committee members were involved in developing this POS. A draft of the program of study was 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 Therapeutic Services.

When it was time to select a rigorous program of study (RPOS), it was only natural that we selected a career pathway important to job growth in Northwest Minnesota. By 2013-2014, staff had changed so it was necessary to bring new staff and administrators together. In November of 2013, Perkins coordinators assembled the new staff at a meeting at NCTC in Thief River Falls. Attending the meeting were NCTC's vice president for academic and student affairs, dean of allied health programs, secondary CTE approved health instructors, and Perkins coordinators. Coordinators provided an overview of the Therapeutics Services Program of Study and then a review of the self-appraisal form for a Rigorous Program of Study. It was decided at that meeting to review the components with the respective advisory committees and teaching staff and then meet again in January of 2014 to complete the self-appraisal. The group met again in January of 2014 to review the 10 elements of a Rigorous Program of Study. Group members determined that we were at level 2 or 3 for all components. We were at level 3 in 3 areas: legislation and policies, course sequencing, and credit transfer agreements.

In January of 2015, Perkins coordinators assembled administrators and Health staff at a meeting at Northland Community and Technical College in Thief River Falls. Attending the meeting were NCTC's vice-president for academic and student affairs, dean of allied health programs, secondary approved health instructors, and Perkins coordinators. The 10 components of an RPOS were discussed and a determination was made regarding which level we were at for the 10 components. The consensus was that we were at level 2 or 3 for all components. For Diagnostic Services, we were at level 3 in 4 areas: legislation and policies, course sequencing, credit transfer agreements, and guidance and counseling.

In September of 2015, Perkins coordinators met with secondary health instructors, along with NCTC's vice president of academic and student affairs, dean of allied health programs, and the campus dean to review the Rigorous Programs of Study components for both Diagnostic Services and Therapeutic Services. Two main concerns were addressed at this meeting. One concern was the need to develop a pipeline of health occupations teachers at the secondary level. Since there is nowhere to obtain a secondary health license in Minnesota, we will have to look at using community experts and hiring from out of state. The second issue identified was the concern about secondary faculty meeting HLC credentialing requirements.

Within the FY18 Perkins Plan for the Pine to Prairie/Northland Consortium is an opportunity for continuous improvement as we establish a four-year rotation for review of our Programs of Study. This will include re-evaluation of our Therapeutic Services and Diagnostic Services POSs against the 10 RPOS criteria.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135 (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

The Pine to Prairie/Northland Consortium has Programs of Study in the following areas: Facility & Mobile Equipment Maintenance, Administrative Support, Plant Systems, Construction, Therapeutic Services (RPOS), Diagnostic Services (RPOS), and Health Informatics.

The consortium has Programs of Study in 4 of the 6 career fields identified on the Minnesota Career Fields, Clusters, and Pathways chart. These POSs were selected based on employment opportunities in the region in high-skill, high-wage, and high-demand occupations. Three of the POSs are health-related, because health careers are some of the largest employment opportunities in Northwest Minnesota. With new degree programs in agriculture and manufacturing beginning fall 2017, NCTC is strengthening the Plant Systems POS, providing greater opportunities for students pursuing agriculture careers, and adding a new POS -- Manufacturing Production Process Development. Although the Pine to Prairie/Northland Consortium already has two Programs of Study in the Engineering, Manufacturing, and Technology career field, we felt this pathway was the best choice for a new POS within our consortium due to regional demand for workers in this high-wage industry and the advent of the new Manufacturing Process Technology A.A.S. degree program at NCTC.

Opportunities for early college credit include PSEO options of taking courses on the NCTC campuses or in students' own high school classrooms through College in the High School (CHS) or concurrent enrollment. Total dual credit student head count reported on the latest HLC Institutional Update for NCTC is 603 students for academic year 2016-2017. The number was 671 for the previous school year. The number of dual credits awarded this academic year was 5,533. For the previous academic year it was 5,778 dual credits awarded. Of course, these numbers include both liberal arts credits as well as CTE credits. Online College in the High School (OCHS) is another option for students within the consortium. Through

the OCHS program a combination of CTE and liberal arts courses are offered. Approximately 800 students per semester take OCHS courses with a completion rate of over 92%. We continue to develop our career pathway in Criminal Justice through Alexandria Technical College and have enhanced our Health Careers pathway with Northland Community & Technical College.

In 2017-2018 Pine to Prairie and NCTC will develop a new Program of Study, Manufacturing Production Process Development, which is in the Engineering, Manufacturing & Technology career field. We have had great success in developing Programs of Study in the 7 areas listed above and we will follow the same procedures as we develop the new program of study. College faculty, high school teachers, and counselors are involved in the development of our Programs of Study. In addition to developing new Programs of Study, POSs already developed have to be reviewed. In 2017-2018 we will review our Programs of Study within the Health Science Technology career field, which are also our Rigorous Programs of Study, and the Plant Science Program of Study within the Agricultural field.

At the secondary level in 2015-2016 the Pine to Prairie schools met the 1S1 and 1S2 goals, but in 2016-2017 the goals for 1S1 and 1S2 were not met by 2% and 1% respectively. A report will be included in this grant. With small school numbers these percentages can change quickly from year to year, but within Pine to Prairie we are not satisfied with even meeting the targets of 60% and 42% respectively for 1S1 and 1S2. Work will continue with high school administrators, CTE teachers, and math and English teachers to raise these scores. In 2015-2016 the consortium met the 2S1 target of 50%, but in 2016-2017 the actual results for 2S1 were 18%. The consortium director tracks the 2S1 scores from the local schools and determined that the actual passing rate was 60%. After working with Kari-Ann Ediger at MDE, we determined that one school had reported that all CTE students had taken a TSA exam when, in fact, none had and no scores were reported which brought our passing rate down. Two other schools had given the TSA exams, but the scores were not reported on the Carl Perkins data reports. We will write an improvement plan for this indicator that will indicate that we need to work with our Carl Perkins data reporters from each school and make sure correct information is input. We are meeting our goal, but it is not reflected in the reports.

The latest performance indicator numbers show NCTC exceeded its IP1 Technical Skill Attainment goal. We believe this was accomplished, in part, due to academic tutoring support provided by our Academic Success Center and funded with Perkins dollars. As for attainment of technical skills, faculty in many CTE programs are using TSA results to improve instruction. This is particularly evident in the construction trades programs, all of which use the NOCTI end-of-program assessments.

As the secondary director and the postsecondary coordinator visit the programs and talk with staff, inquiries are made as to needs for professional development related to skills training. For example, in 2016-2017 secondary instructors requested training on the Torchmate CNC machine. The secondary director worked with welding instructor Joel Ziegler at NCTC and set up Torchmate CNC training for the staff. Through the apprenticeship training with Team Industries, professional development was provided to staff who will run the new CNC machines. As we review our Programs of Study, staff are provided professional development related to up-to-date curriculum, Programs of Study review, technical skill assessments, and opportunities for staff to share information related to their career field.

Northland and Pine to Prairie staff use both NOCTI and Precision Exams for most of our programs except for Health, in which we use the National Health Assessment at the secondary level and the state and national exams required at the postsecondary level. For the Aviation program, we use the Federal Aviation Administration exams. At this time we have no plans to change any of the tests that we use which should give us meaningful longitudinal data going forward.

NCTC works closely with ABE and the Workforce Center (located on the Thief River Falls campus). NCTC also has many continuing education opportunities with industry for adult learners in Facility Maintenance and in Health Science careers.

Pine to Prairie has developed a curriculum on All Aspects of the Industry and continues to use this curriculum and the related activities in the guide to stress All Aspects of the Industry in our curriculum. When staff is brought in for Programs of Study review and development, the All Aspects curriculum is reviewed. At NCTC the college staff use internships and targeted program curriculum for All Aspects instruction.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences
Strategies	
1.1 Pine to Prairie and NCTC will add 1 additional program of study in Manufacturing Production Process Development. NCTC is adding a Manufacturing Processes Technology AAS degree program in fall semester 2017. With the Project Lead the Way programs and the two mobile manufacturing labs that will be available to the secondary schools in the fall of 2017 the Manufacturing Program of Study should be a good fit for the consortium.	
Outcomes	
Pine to Prairie instructors that have a manufacturing curriculum or who have a PLTW curriculum will have 2 inservice days with Andrew Dalen, the Manufacturing instructor at NCTC, to establish a new Manufacturing Program of Study. Pathway courses at the secondary level will be identified that will help prepare secondary students for the college Manufacturing program. A secondary and post-secondary TSA will be identified as well as a joint advisory committee. If Pine to Prairie and NCTC receive the \$20,000 Career Pathway Continuous Improvement (CPIP) grant to enhance our programs of study, we will develop a RPOS in Manufacturing Technology.	
Measures	
A Program of Study in Manufacturing Production and Process Development will be added in 2017-2018 to the 7 existing programs of study that the Pine to Prairie/Northland Consortium has established. TSA exams will be identified that will go along with the new program of study, as well as establishing a joint business, secondary, and postsecondary working advisory committee for the Manufacturing program.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$16,100.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,100.00
Secondary Required Activities	\$13,000.00
Secondary Permissible Activities	\$2,200.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$6,200.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$21,400.00
Total	\$37,500.00

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R5 Professional Development , R6 Assessment
Strategies	
1.2 In FY18 Perkins coordinators will attend all state meetings addressing the use of technical skill standards. The Pine to Prairie/NCTC Consortium will use technical skill assessments approved by MDE	

and Minnesota State in their programs of study. Results of the TSAs will be shared with instructors, district superintendents and principals within the schools. Improvement strategies will then be discussed so that we will see continued improvements in results. Training will also take place between the secondary coordinator and the Carl Perkins MARRS staff so results are inputted accurately.

Outcomes

Carl Perkins MARRS staff will understand that CTE instructors are giving TSA's and they will understand how to input the results. The coordinators will be updated by MDE and Minnesota State staff on TSA assessments. CTE instructors at the high school level will administer TSAs to students in the identified programs of study and results will be shared with administrators. At the postsecondary level, TSAs will be available for students. When the high school and college faculty review their pathways, TSA results will be reviewed and ideas for improvement will be discussed.

Measures

Technical Skill Assessments will be given in all 7 programs of study in at least one high school within the consortium. The passing rate for secondary students will meet or surpass the TSA target set by the state. At the postsecondary level, TSA assessments will be available for students in the 7 programs of study. TSA's available for the new manufacturing program of study will be identified and in 2017-2018 pilot tests will be given. In 2018-2019 a final TSA test will be identified.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,550.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,483.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,033.00
Total	\$5,033.00

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R5 Professional Development , P8 Teacher Preparation
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Strategies

1.3 Consortium stakeholders will be able to pursue professional development opportunities to enhance established programs of study. Funds will be made available to attend CTE professional development activities including, but not limited to, the following:

- Monthly CTE teacher meetings by program in conjunction with Northwest Service Cooperative (NWSC)
- Minnesota State and MDE-sponsored workshops, meetings, and webinars
- Training for counselors and curriculum directors regarding All Aspects of Industry, career and college readiness goals, student advisement in programs of study, and other POS-related subjects
- One-day training workshop for new secondary CTE teachers
- Professional CTE-related conferences and workshops
- State and professionally-sponsored staff development for Perkins Grant coordinators

Outcomes

- Stakeholders will be aware of the latest information regarding POS
- Stakeholders will attend required meetings, training, etc.
- Monthly CTE teacher meetings will take place for Business, FACs, and Agriculture programs through a cooperative effort with NWSC
- A one-day teacher orientation workshop for new secondary CTE instructors will be conducted
- Monthly superintendent and principal meetings will take place from October through April
- Districts' POS will reflect academic, technical, and All-Aspects of Industry integration
- High school students starting in 9th grade will have educational and career plans in place
- High school students will have individual education plans
- School district college and career-readiness plans will be reviewed and updated

Measures

Through professional development activities, all secondary and postsecondary performance indicators will meet or exceed state performance targets.

Reallocation Explanation	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$5,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,150.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,150.00
Total	\$20,150.00

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R8 Size/Scope/Quality, R11 Articulation
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Strategies

1.4 All secondary Pine to Prairie CTE teachers, with the assistance of the Director, will submit their CTE program documentation to MDE for approval. CTE teachers will have reviewed and updated their curriculum and advisory committee roster. CTE teachers will have reviewed articulation agreements that are in place as well as their curriculum with NCTC if they are teaching College in the High School courses. Any new CTE programs that are started in the fall of 2017 will be identified and the Perkins coordinator will work with those schools and staff to have the CTE program approved.

The Pine to Prairie Consortium includes 29 school districts and 116 different CTE programs. It is difficult at times to meet the needs of all the school districts with the small dollars awarded through the Carl Perkins grant. Funds are set aside for new teacher orientation and for necessary professional development needs of the CTE instructors as indicated in needs surveys. The Pine to Prairie

Consortium believes in the importance of maintaining CTE programs even in our very smallest of districts. Base funding is set aside so even the smallest of school districts receive funding to enhance their program.

Outcomes

All Pine to Prairie secondary CTE program approval forms are approved by MDE. If changes in the program approval paperwork is necessary, the Perkins coordinator will work with secondary instructors to resubmit the necessary information. The Perkins coordinator will also work with staff in new programs and have the program approval paperwork submitted by November 1, 2017.

Measures

The coordinator and CTE staff will work together to assure that all 110 CTE programs within Pine to Prairie will submit their updated program approvals to MDE by November 1, 2017 and by March 1 all approved Pine to Prairie CTE programs will be on the CTE levy web page. Three new CTE staff within Pine to Prairie, with the help of the coordinator, will submit their program approval paperwork to MDE for approval.

Pine to Prairie will conduct a CTE orientation workshop for all new CTE instructors during the 17-18 academic year.

Pine to Prairie will conduct professional development training in 17-18 for all 15 secondary CTE teachers involved in the mobile manufacturing and welding labs.

Pine to Prairie will assure that all 29 school districts have at least a minimum of access to Perkins funds to upgrade their program and all CTE teachers are included in professional development activities conducted by the consortium.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,000.44
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,418.45
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,418.89
Total	\$6,418.89

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
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Strategies

- 1.5 Review and evaluate 8 Programs of Study on a 4-year rotational basis and take action for continuous improvement.
- Secondary and postsecondary executive teams meet to evaluate state and local CTE data to identify areas for improvement
- Utilize Perkins funds to purchase state-of-the-art equipment, technology and software, and specialized supplies for CTE programs
- Utilize Perkins funds for marketing of postsecondary CTE programs
- Seek additional funding for secondary mobile engineering and manufacturing labs
- Re-evaluate Therapeutic Services and Diagnostic Services POSs against RPOS components
- Conduct DACUM (Develop A Curriculum) workshops for postsecondary CTE program improvement
- Conduct Annual Program Assessment and Program Review of postsecondary CTE programs
- Review opportunities for early college credit; i.e. articulation, PSEO, College in the High School, and Online College in the High School

Outcomes

- Pine to Prairie/NCTC programs of study will be reviewed and updated to ensure appropriate size, scope, and quality
- Expanded access to CTE educational opportunities for nontraditional students
- Increased enrollment in postsecondary CTE programs
- Enhanced opportunities for high school students to take advantage of Programs of Study
- Technology upgrades will be available for the staff who are part of the programs of study.
- Secondary and postsecondary Perkins coordinators will meet with executive teams at both the secondary and postsecondary levels to keep them abreast of Perkins goals and activities

Measures

- Annual Program Assessments are completed for all postsecondary CTE programs
- Designated postsecondary CTE programs complete 5-year Program Review as scheduled
- 114 programs of study within 8 career pathways will be reviewed and revised as necessary over a 4-year period. Staff involved in the programs of study will participate in a full-day workshop to review All Aspects of the Industry, course standards, course sequences as they relate to the program of study, and non-traditional participation. Perkins performance indicators will also be reviewed.
- The secondary coordinator will meet with administration monthly and secondary and postsecondary executive team from Prairie/Northland will meet at a minimum 2 times a year.

Reallocation Explanation	REALLOCATION: Postsecondary FY18 reallocation of FY17 award funds will be used to purchase equipment for CTE programs. Equipment needs for specific CTE programs were determined through the college's equipment needs assessment process.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$45,586.81
Post-Secondary Reallocation Basic	\$3,665.26
Post-Secondary Reallocation Reserve	\$2,110.22
Post-Secondary Total	\$51,362.29
Secondary Required Activities	\$31,874.00
Secondary Permissible Activities	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$25,500.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$58,374.00
Total	\$109,736.29

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec. 134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

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. NCTC has industry seminars, internships, and student capstone experiences that focus on All Aspects of Industry.

Students in the construction trades programs at NCTC participate in building a house during the academic year. This provides hands-on application of skills learned. It also allows students to see all aspects of the industry as all the trades come together to complete the housebuilding project. Internships are available for some programs at NCTC to provide realistic student experiences. Internships are offered in Administrative Support, Computer Networking, Criminal Justice-Law Enforcement, Early Childhood Education, Firefighter-Paramedic, Manufacturing Process Technology, Paramedic, Precision Agriculture Equipment Technician, Respiratory Therapy, Sales Marketing & Management, and Welding. Internships provide students with a purposeful occupational experience in the specific career field. Each internship is an individualized experience. A competency-based training plan is created for each student in conjunction with the training site to provide experience related to the skills and knowledge acquired in the program. Students are awarded academic credit for completion of the internship. Capstone courses are required in some programs such as in Accounting, where the course serves to prepare students for professional practice in an accounting career. This course also prepares students for the Comprehensive Examination for Accreditation in Accountancy.

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 Northwest Minnesota. CTE programs in our 29 high schools also maintain contact with industry and have their own local advisory committees. All secondary districts are affiliated in some way to Alternative Learning Centers (ALC), special education, or Adult Basic Education (ABE) services; ABE is located onsite at Northland's East Grand Forks campus.

NCTC's Program advisory committees meet twice each year to advise faculty and administration of current industry trends, requisite student/graduate competencies, future workforce demands, and a host of other valuable information which keep programs relevant. As new programs are planned, the program advisory committee is convened at crucial points in the development continuum. Industry stakeholders, who often populate the committees, provide feedback on program course content and learner outcomes, occupational skillsets, and guidance on specific equipment required to achieve outcomes. In addition, industries may provide subject matter experts to serve a development component or as an adjunct faculty and provide college administration with insights to future workforce demands. Oftentimes, industry partners may donate or lease specific required equipment, or make a considerable in-kind commitment to new programs.

At the secondary level, business partnerships will continue to be developed. Ongoing partnerships with Digi-Key Electronics 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 Electronics 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.

NCTC has partnered with Lincoln High School in Thief River Falls to develop a CTE survey course, *Intro to Technology*, designed to introduce selected Lincoln High School students to technical careers. This one-semester course exposes students to automotive, auto body, welding, and electronics technology to provide experiences that they currently cannot get at their high school. The pilot course was conducted in the fall 2015 semester for 12 students. Due to its success, the course was conducted again in spring semester 2017 and will continue next spring semester. A similar program was developed for the building trades at NCTC's East Grand Forks campus in conjunction with East Grand Forks Senior High School. This course, *Intro to Trades*, meets for 90 minutes daily, Monday through Friday. Students spend one day per week with each program: HVAC, electrical, plumbing, welding, and architecture. Due to scheduling limitations, welding was substituted for carpentry. The initial course was taught fall semester 2016 and will be conducted next fall semester as well.

In June of 2016, NCTC partnered with the North Valley Career and Technology Center to offer students in grades 7-12 opportunities to experience Unmanned Aircraft Systems (UAS) technology through hands-on activities. These activities include building a multi-rotor drone from a kit, performing simulated flight training, and flying UAS aircraft and capturing images.

NCTC, Digi-Key Electronics, and Polaris Industries have partnered in the development of company-funded, credit-based certificate, diploma, 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 Electronics in Thief River Falls, two certificates have been created along with a Diploma and A.S. Degrees in Electronics Technology Marketing or Business. In addition, Digi-Key offers scholarships to selected employees who enroll in NCTC's Electronic Automated Systems Technology program. In collaboration with Polaris Industries, two certificate programs have been developed in CAD and Manufacturing Technology. These certificates build to a 60-credit Manufacturing Technology A.S. Degree for Polaris employees.

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 postsecondary 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.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences
Strategies	
2.1 CTE students at both the secondary and postsecondary level will have opportunities to connect with the world of work. Opportunities include, but are not limited to field trips, job shadowing, career fairs, guest speakers from industry, work-based learning, clinicals, apprenticeships, and internships.	
Other opportunities at NCTC include the annual MN Education Fair and campus visitation days for high school students. NCTC participates in the Northern Valley Career Expo in Grand Forks, ND and the Northern Advantage Career Expo in Bemidji annually. These events allow students to experience hands-on activities and the corresponding careers. Within Pine to Prairie we have an apprenticeship program between Bagley and Team Industries. Team Industries is also working on apprenticeship programs with Fosston, Clearbrook, and Win-e-Mac. When we bring instructors in for review of our programs of study we discuss all the available opportunities for students to experience the world of work.	
Outcomes	
Students will have a broad understanding of the world of work and "All Aspects of the Industry" by taking advantage of opportunities to interact with executives and workers in business and industry. Students will be better able to make informed career decisions by interacting with business and industry people and experiencing the world of work.	
Within the Pine to Prairie/NCTC programs of study at least one world of work activity is included in the pathway model.	
Measures	
At the secondary level, the more students take advantage of opportunities in the world of work and relate these opportunities back to the classroom, the greater the chance they will stay in school and graduate. Pine to Prairie and Northland will monitor 3S1, 4S1, 2P1, 3P1, and 4P1 indicators and meet or surpass state targets.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$6,731.64
Secondary Permissible Activities	\$500.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$575.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$7,806.64
Total	\$11,806.64

Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , P1 Advisory Committees
Strategies	
2.2 Ensure that all approved CTE programs at both the secondary and postsecondary level within the consortium are utilizing local advisory committees to their fullest. At the program of study review meetings, effective advisory committee operation will be included in the training. Discussion will center on who and how many members should be on the advisory committee, roles of the advisory committee, appropriate agendas, and utilizing advisory boards to their fullest.	
Outcomes	
All secondary and postsecondary CTE programs should have quality advisory boards. Advisory boards should be used to review curriculum, provide career exploration activities such as job shadowing, work experience opportunities, internships, and recommending equipment. Some advisory board members should participate as guest speakers in the classroom.	
Measures	
CTE instructors at the secondary and postsecondary levels have the minimum number on their advisory board, quality advisory committee members, and the advisory board members are used effectively. Advisory boards/committees will meet according to policy.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$750.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,750.00
Total	\$1,750.00

Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P3 Work-Based Experiences, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition
Strategies	
2.3 The Pine to Prairie/Northland Consortium will collaborate with business, industry, and higher education institutions to develop innovative partnerships and new initiatives that benefit both traditional and nontraditional students.	
Outcomes	
- Graduates of postsecondary programs will be prepared for the high-skill, high-wage, and high-demand occupations within the region	
- The Northwest Minnesota workforce will be better prepared to meet the demands of business and industry	

- Attendance at Highway #2 Manufacturers Association meetings by secondary and postsecondary representatives
- Attendance at Northwest Private Industry Youth Council meetings
- Cooperation with ABE and the Workforce Center to assist individuals in transition to high-skill, high-wage, and high-demand jobs
- Development of new postsecondary degree programs to meet needs of local business and industry, such as the Manufacturing Processes Technology A.A.S.
- Development of academic agreements with other colleges and universities such as NorthernConnect, a collaborative effort to ensure guaranteed and accelerated admission to BSU from NCTC for students who graduate with an A.A., A.S. or A.A.S. degree from NCTC.

Measures

Pine to Prairie/Northland Consortium will monitor performance indicators and meet or exceed 4S1, 6S2, and 2P1, 5P2 state targets.

Pine to Prairie and NCTC will include college manufacturing marketing materials in the mobile manufacturing and welding labs.

Pine to Prairie and NCTC will seek and obtain additional grant funds for the manufacturing POS and mobile labs and leverage these grants with the legislative allocation we received for 2017-2019.

Pine to Prairie and NCTC will have a combined manufacturing processes advisory committee in place by October 30, 2017.

NCTC will have 20 students registered for their Manufacturing Processes Technology program for the fall of 2018.

Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,200.00
Secondary Permissible Activities	\$765.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,465.00
Total	\$6,465.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. [Sec. 134 (b) (3) (8A & B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

The Pine to Prairie/Northland Consortium will strive to provide early hands-on opportunities for high school students to experience skill areas nontraditional for their gender. These students will also be educated on the labor market opportunities in high-wage, high-demand occupations. Once students understand the opportunities available, they will be better informed to make decisions regarding CTE careers. Students should also be introduced to role-models in CTE careers who will help them visualize themselves in similar careers. NCTC will continue to focus on nontraditional student success by highlighting these students' stories and experiences in CTE on our college website. The college will collect testimonials and feedback on CTE programs from nontraditional students. Information obtained will be used to make changes necessary to improve access by nontraditional students. Staff members 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 to nontraditional students. NCTC will provide individual support as necessary to students enrolled in programs nontraditional for their gender through advocacy, counseling and crisis management. The goal is to cultivate an institutional commitment to gender equity and to reduce stereotypes regarding traditional gender roles. The College will work to develop a comprehensive equity plan to identify and address discriminatory practices and artificial barriers to nontraditional enrollment and completion of nontraditional programs, such as steering by counselors, differential treatment by teachers, and sexual harassment from peers, and take necessary steps to remedy any problems that may exist. NCTC will provide exposure to nontraditional fields through career exploration days and information sessions. Secondary schools will 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, field trips, or mentoring programs.

Pine to Prairie has 5 schools involved in PLTW curriculum and has 10 schools involved in First Robotics. Over 40% of the students involved in these two programs are female. Administration and faculty have strongly encouraged females and especially special populations to become involved in these programs. NCTC is a partner institution with 360° Manufacturing and Applied Engineering Center of Excellence. Its purpose is to attract and develop highly skilled manufacturing talent. As part of this group, NCTC is working with Bemidji State University to apply for an NSF grant to increase the number of women in STEM/engineering careers. Goals are to expose more females to manufacturing careers and to reduce barriers to participation, resulting in more female graduates. The focus is on women because of their current low participation rate in manufacturing careers. The NCTC Foundation is working with the Englestad family to establish a scholarship fund for older students, age 23 and older. The purpose is to assist working adults retraining into new careers or adults returning to the workforce. If the NCTC Foundation can raise \$100,000 in the next year, the Englestad family will match that amount.

At NCTC, much emphasis is placed on providing tutoring services to special populations students to help them achieve success in their CTE programs. Special advising and counseling services will be available to help mitigate issues unique to special populations students. Funding is provided at the postsecondary level to help pay for advisor, counselor, and tutor salaries. Funds will be used to purchase special supplies and equipment to assist students with disabilities or those who need special accommodations. 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 highlight CTE programs available at NCTC and will promote high-skill, high-wage, high-demand CTE occupations.

NCTC has defined a college policy that addresses rights of students with disabilities. NCTC will provide access to programs, services and activities to qualified individuals with known disabilities as required by law. Individuals with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from the college's programs, services, and activities. Individuals requesting an accommodation must have supporting documentation of eligibility for the accommodation. These individuals will not be excluded from participation in or be denied the benefits of the programs, services, or activities, nor will the individual be subjected to discrimination. If a request for an accommodation is denied,

students can appeal the decision through the college complaint and grievance procedure. NCTC policy states that students with limited English proficiency will be provided support through the Academic Success Center.

The Pine to Prairie Consortium recognizes that special population students have barriers that can interfere with student success. The objective is to remove some of these barriers so special populations students can achieve success at the same rate as the overall population of CTE students. Through special advisement, counseling when necessary, and academic and tutoring support through the Academic Success Center, we hope to level the playing field for these students and ensure them the same access to high-skill, high-wage, and high-demand occupations.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissible Uses of Funds*	R1 Academic Integration , R6 Assessment , R9 Special Populations
Strategies	
3.1 Provide academic support services to CTE students.	
<ul style="list-style-type: none"> - Provide accommodations and support to CTE students with disabilities, including testing accommodations, use of adaptive equipment, note-taking, etc. - Provide tutoring services to CTE students including writing and math instruction - Employ college and student tutors to work with special populations students in CTE programs - Inform college CTE students of Academic Success Center services via the college website, email, and through orientation and advising - Secondary schools will provide counseling services which enable special populations students to participate and be retained in secondary CTE programs as well as be able to participate and complete OCHS college credit classes - Offer specialized academic support tailored to the needs of the increasing international-student population 	
Outcomes	
<ul style="list-style-type: none"> - Increased participation and success rates of secondary and postsecondary special population students in CTE programs as well as the OCHS program - Increased success rates for students with disabilities by providing academic support and accommodations 	
Measures	
<ul style="list-style-type: none"> - Monitor postsecondary completion rate (2P1) and retention or transfer rate (3P1) for increases; meet or exceed state standards - Monitor secondary attainment of skills (1S1, 1S2) for increases; meet or exceed state standards - Monitor secondary participation and completion rates in the OCHS program for special populations. 	
Reallocation Explanation	
Post-Secondary Required Activities	\$130,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$130,000.00
Secondary Required Activities	\$6,311.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,311.00
Total	\$136,311.00

Goal 3 Objectives 2	
Required/Permissible Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R9 Special Populations, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services
Strategies	
3.2 Provide advising and counseling services that enable special populations students to participate and achieve success in CTE programs.	
<ul style="list-style-type: none"> - Provide retention and support services including advocacy, personal advising, and crisis management for students who are single parents, displaced homemakers, single pregnant women, individuals with disabilities, from economically disadvantage families, preparing for nontraditional fields, or with limited English proficiency - Provide counseling services at all levels to assist special populations students define and accomplish academic, personal, and career goals - Provide workshops, seminars, and speakers on topics affecting special population categories - Evaluate barriers to success and provide counseling specific to developmental needs of students such as mental health, behavioral, psychological, and emotional needs - Provide transition assistance and referral to other agencies when necessary - Provide guidance to secondary students regarding participation in CTE programs - Secondary schools will provide services to encourage CTE participation through job shadowing and field trips; mentoring; paraprofessional or volunteer instructional assistance; and classroom, equipment, and curriculum modifications 	
Outcomes	
<ul style="list-style-type: none"> - Enrollment and graduation rates (3S1, 4S1) for special populations students in CTE programs that lead to self-sufficiency will increase 	

- CTE students at all levels will receive support services required to enable retention and completion

Measures

- State secondary data show an increase of special population learners in CTE programs

- Monitor student completion (2P1), retention or transfer (3P1), and nontraditional completion (5P2) rates for increases; meet or exceed state negotiated performance targets.

Reallocation Explanation	
Post-Secondary Required Activities	\$50,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$50,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$50,000.00

Goal 3 Objectives 3

Required/Permissible Uses of Funds* R2 Programs of Study, R9 Special Populations, R10 Collaboration, P4 Additional Special Populations

Strategies

3.3 Employ strategies to promote nontraditional careers and to recruit and retain nontraditional students in CTE programs of study.

- Encourage student participation in job-shadowing and field trips
- Provide accommodations and/or curriculum modifications for students requiring them
- Encourage use of nontraditional activity guide by secondary teachers to promote recruitment and retention of special populations students
- Promote recruitment and retention of special populations students in stakeholder meetings
- Promote learning environments supportive to students pursuing nontraditional careers; eliminate barriers to success
- Highlight student success/role-models in nontraditional careers
- Promote economic and other benefits of nontraditional careers

Outcomes

Increase nontraditional student participation in CTE programs considered nontraditional by gender at both secondary and postsecondary levels. More students will complete pathways to nontraditional careers.

Measures

Pine to Prairie/Northland Consortium will monitor nontraditional participation and completion rates (6S1, 6S1, 5P1, 5P2) at both secondary and postsecondary levels. Consortium will meet or exceed negotiated performance targets.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,950.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,450.00
Total	\$6,450.00

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//i-
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

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.

Through Online College in the High School (OCHS), secondary students are offered greater options for flexibility in completing early college credit. Students, while expected to take these classes during the school day, can schedule them during any period of the school day. Online scheduling of courses at NCTC, along with hybrid instruction and evening classes allows flexibility as well. NCTC partners with Alexandria Technical College and Northwest Technical College through Distance Minnesota to provide additional online course offerings for our students.

OCHS provides high school students the opportunity to access the courses/credits they need for specific Programs of Study that are not available within their school districts. Articulation agreements with Bemidji State University and Minnesota State University Moorhead (MSUM) are in place which connect NCTC A.A.S. graduates with four-year degrees. For example, several NCTC A.A.S. degree programs articulate with MSUM's Bachelor of Science in Operations Management. Programs such as NorthernConnect enable NCTC students meeting certain requirements to register early as a BSU student and receive some BSU services before they graduate from NCTC. NCTC students meeting program qualifications receive guaranteed and accelerated admission to BSU. This allows a smoother transition for students from an associate to a bachelor's degree. Information on NorthernConnect can be found at www.northlandcollege.edu/northernconnect/.

Secondary counselors attend career fairs and open houses at NCTC and are very knowledgeable about programs offered at NCTC. NCTC CTE instructors attend job fairs and career expos in the region to make secondary students aware of CTE programs available at NCTC. During many of these events, NCTC faculty participate with hands-on activities to generate student interest in various technical fields. For example, instructors use welding simulators to provide an experience for students that they will remember.

It is the policy of NCTC to provide resources and career information that will assist adult learners in selecting and preparing for a career. Our goal is to connect adult learners with employment agencies, job seeking skills, and online resources through the Virtual Career Center located on the College's website. Adult learners who desire more in-depth training in developing their job search skills can register for related courses at NCTC such as CRLT 2103, Job Seeking/Keeping.

The Center for Outreach and Innovation (COI) offers instruction for incumbent workers to update job skills. Online courses and evening courses are available for individuals to upgrade skill while still working. Programs developed specifically for employees of Digi-Key Electronics and Polaris Industries have been developed to not only provide additional education and job skills to workers, but also to enable them to complete a certificate, diploma, or degree while working full time. These programs are paid for by the employers and also provide students upward mobility in their careers. The Workforce Center located at NCTC's Thief River Falls campus often places displaced workers/unemployed adults into NCTC CTE programs.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R9 Special Populations, R11 Articulation
Strategies	
4.1 Consortium coordinators will work with stakeholders to consider Continuum of Service Provisions and determine appropriate actions. Many opportunities are available for students to pursue alternative education options within the consortium and other consortia and colleges across the state. Students can pursue postsecondary credits through Tech Prep agreements and Online College in the High School. When students receive credits through Tech Prep or OCHS courses, instructors encourage them to check with the college they will be attending to ensure transferability. OCHS courses are accepted across the state of Minnesota and have never been denied acceptance by North Dakota Colleges. Secondary and postsecondary coordinators will work with area and state colleges to ensure students are continuing to receive college credit.	
Articulation agreements are in place with Minnesota State Universities including MSUM and BSU, allowing NCTC graduates to transfer all credit toward a 4-year degree.	
Outcomes	
High school students within the Pine to Prairie/Northland consortium will have multiple paths to obtain college credit while they are still in high school. Graduates of NCTC will be able to transition seamlessly with Minnesota State Universities to pursue 4-year degrees. Perkins coordinators review these pathways with counselors and principals so students are aware of the vast array of opportunities for college credit while still in high school.	
Measures	
Perkins coordinators will be able to show in the APR that over 500 students per year are earning some form of college credit while still in high school. The student retention or transfer rate (3P1) will be monitored for increases and the negotiated performance target will be met or exceeded.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$5,700.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,700.00
Total	\$6,700.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R10 Collaboration, R11 Articulation
Strategies	
4.2 Area high schools will be visited in the 2017-2018 school year to present the College in the High School (CHS) program to faculty and administrators. Interested high schools will receive a list of available courses and their common course outlines. 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 outcomes for the proposed courses. NCTC technical program department chairs will review the high school applications for approval and award of CHS credit. The CHS coordinator 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 three times during the semester.	
Outcomes	
Introductory level technical courses will be offered to area high schools in FY18.	
Measures	
There will be 3 area high schools involved in teaching NCTC technical courses in Auto Mechanics and Welding in FY18. Mentors and high school instructors will meet on campus at NCTC in November 2018 for an in-service on the College in the High School program. 90% of the high school students taking the college in the High school technical courses will receive a college grade of C or better.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$0.00
Secondary Required Activities	\$700.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$800.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$1,500.00

Goal 4 Objectives 3

Required/Permissive Uses of Funds*	R2 Programs of Study, R9 Special Populations, P6 Mentoring/Support Services
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Strategies

4.3 Provide a student mentor program within CTE degree programs for high school students transitioning to the college environment. Student mentors will meet as necessary with new college students to assist with their transition to postsecondary CTE programs. An effort will be made to identify nontraditional (by gender) mentors for nontraditional CTE programs. Kuder Interest Inventories will be available to promote preparation for a successful post-high school transition.

At the secondary level provide MCIS, Accuplacer and Precision Exams practice tests and other counseling tools to secondary schools to assist students in their Program of Study and transition plans.

Outcomes

- Successful transitions from secondary to postsecondary CTE programs

- Increased retention in postsecondary CTE programs

Measures

- Student mentors will be trained for all CTE postsecondary programs

- Retention rates (3P1) will be monitored for increases; negotiated 3P1 targets will be met or exceeded

Reallocation Explanation	Reallocation funds will be used for the purchase of MCIS.
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Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$2,022.53
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Reallocation Basic	\$0.00
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Post-Secondary Reallocation Reserve	\$0.00
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Post-Secondary Total	\$2,022.53
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Secondary Required Activities	\$20,776.00
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Secondary Permissible Activities	\$0.00
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Secondary Admin Cost	\$0.00
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Secondary Reserve	\$0.00
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Secondary Reallocation Basic	\$5,836.74
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Secondary Reallocation Reserve	\$1,940.46
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Secondary Total	\$28,553.20
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Total	\$30,575.73
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Goal 5 Narrative**Narrative for Goal 5: Sustain the Consortium**

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

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 Minnesota State campuses for 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.

Our needs assessment process for reviewing viability of current POSs, selecting new POSs, and establishing funding priorities for the consortium is not a static process, but rather a free-flowing exchange of ideas through continuous discussion and collaboration among secondary and postsecondary stakeholders. This is possible only due to the positive, professional relationships between consortium members who understand and appreciate the need for and value of career and technical education. Effective two-way communication between all stakeholders is necessary to determine consortium needs to be addressed by the Perkins grant. Information flows from superintendents, principals, college division chairs, deans, administrators, faculty, etc., to identify how Perkins funds will be utilized in moving the consortium closer to its goals. Our decision-making process is based primarily on local needs, teacher availability, economic indicators for the region, as well as program availability at the postsecondary level. We rely on labor market information, such as that provided by DEED, and input from local industry and advisory committees to determine viability of current and proposed POSs. The new POS in Manufacturing Production Process Development started as a plea for help from local industry leaders looking for trained workers in this area. Following discussion with all stakeholders, the decision was made that this would be an excellent choice for a new POS in a high-skill, high-demand, high-wage career field for this region.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissible Uses of Funds*	R8 Size/Scope/Quality, R10 Collaboration, Post-secondary Admin Cost, Secondary Admin Cost, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, Secondary Admin Cost
Strategies	
5.1 The Consortium executive team will supervise and oversee development of processes and structures to ensure the success and sustainability of the consortium. They will meet to ensure that collaboration is a priority and will examine data, student progress, labor market information, curriculum, and course and program offerings. The executive team will provide leadership to promote Programs of Study (POS) and Continuum of Service Provisions (CSP).	
Outcomes	
Student achievement increases for all indicators.	
Measures	
Secondary and postsecondary FY17 data will indicate that state negotiated targets for all performance indicators have been met, so no reports or improvement plans will be necessary in the next plan.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$13,826.81
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$13,826.81
Secondary Required Activities	\$1,150.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$8,601.00
Secondary Reserve	\$1,300.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$11,051.00
Total	\$24,877.81

Goal 5 Objectives 2	
Required/Permissible Uses of Funds*	R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration
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 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	
FY18: 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$1,850.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,850.00
Total	\$6,850.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$5,000.00	\$0.00	\$0.00	\$66,686.81	\$3,665.26	\$2,110.22	\$77,462.29	\$60,424.44	\$3,200.00	\$0.00	\$37,751.45	\$0.00	\$0.00	\$101,375.89	\$178,838.18

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$11,931.64	\$2,015.00	\$0.00	\$2,075.00	\$0.00	\$0.00	\$16,021.64	\$20,021.64

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$180,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$180,000.00	\$9,811.00	\$0.00	\$0.00	\$2,950.00	\$0.00	\$0.00	\$12,761.00	\$192,761.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$2,022.53	\$0.00	\$0.00	\$0.00	\$0.00	\$2,022.53	\$27,176.00	\$0.00	\$0.00	\$1,800.00	\$5,836.74	\$1,940.46	\$36,753.20	\$38,775.73

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$5,000.00	\$0.00	\$13,826.81	\$0.00	\$0.00	\$0.00	\$18,826.81	\$3,000.00	\$0.00	\$8,601.00	\$1,300.00	\$0.00	\$0.00	\$12,901.00	\$31,727.81

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$194,000.00	\$2,022.53	\$13,826.81	\$66,686.81	\$3,665.26	\$2,110.22	\$282,311.63	\$112,343.08	\$5,215.00	\$8,601.00	\$45,876.45	\$5,836.74	\$1,940.46	\$179,812.73	\$462,124.36

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Pine to Prairie Supplemental budget 17-18	2017-2018 Supplemental Perkins Budget Spreadsheet 5-8-2017.xlsx	79 KB
Pine to Prairie Supplemental budget 17-18	2017-2018 Supplemental Perkins Budget Spreadsheet 5-8-2017.xlsx	79 KB

Secondary Budget Reallocation

Description	File Name	File Size
2017-2018 Perkins budget with reallocation funds included.	2017-2018 Supplemental Perkins Budget Spreadsheet Includes Reallocation 1-3-2018.xlsx	79 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$1,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$2,500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
Totals	\$3,500.00

Coordination Time for Perkins Grant

Secondary

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

Total percentage of time for Coordinators of Perkins:* 62.0%

Coordinator Budget:* \$54,089.56

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 20.0%

Coordinator Budget:* \$10,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Tom Leuthner	Perkins Coordinator	333751	\$54,089.56	wg_PINE TO PRAIRIE JOB DESCRIPTION.docx
Not hired yet	Bookkeeper		\$2,414.00	wg_Pine to Prairie Bookkeeper Job Description.docx
Jennifer Borsvold	Supplemental Support Specialist/Tutor		\$37,840.66	wg_CLA 2 - Borsvold Jennifer.pdf
Gloria Serna	Supplemental Support Specialist/Tutor		\$37,353.52	wg_CLA2 - Serna, Gloria.pdf
Luke Moyer	Supplemental Support Specialist/Tutor		\$24,296.40	wg_CLA2 - Moyer, Luke.pdf
Karl Ohrn	Consortium Postsecondary Coordinator		\$10,000.00	wg_AcadSup1 - Ohrn, Karl.pdf
Dawn Gallardo	Counselor		\$43,200.00	wg_Gallardo_Dawn PD.docx
Kelsy Blowers	Counselor		\$9,921.82	wg_Blowers_Kelsy PD.docx
Patrick Cox	Supplemental Support Specialist/Tutor		\$25,446.45	wg_CLA2 - Patrick Cox.docx
Samantha Homan	Intermittent Tutor		\$750.00	wg_Job Description for Intermittent Tutors.docx
Sarah Ling	Intermittent Tutor		\$750.00	wg_Job Description for Intermittent Tutors.docx
Eric Skalicky	Intermittent Tutor		\$750.00	wg_Job Description for Intermittent Tutors.docx
Joseph Newhall	Intermittent Tutor		\$750.00	wg_Job Description for Intermittent Tutors.docx
			\$247,562.41	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
<p>The Pine to Prairie consortium actually met the performance goal for 2015-2016. All 7 programs of study are using Precision Exams for their TSA except for the Health Pathways. We use Precision Exams, but the test is the Foundation of Health Sciences which is given through the Precision Exam company. In checking back through 15-16 results all test were given, but only 2 of the tests were reported, Construction and Auto Mechanics on the MARRS website. The Perkins coordinator has reminded the teacher and the MARRS person in each school to give the test and then report the tests on the Carl Perkins website. for the 16-17 school year the Perkins coordinator will send instructions to the MARRS reporter on how to report the tests and then a follow-up phone call will have to be made to assure that the test results are reported.</p> <p>In addition to following plans indicated in the written report all Carl Perkins MARRS reporters will have to be contacted and reminded not to indicate that TSA test are given if they are not. In one of the Pine to Prairie schools the MARRS reporter indicated that all CTE students took a TSA. In fact none of the programs in that school gave TSA's. This resulted in over 70 students being reported as to have taken the test and of course since no test was given all students did not pass the TSA. This resulted in such a low percentage for 2S1.</p> <p>In working with that particular school no one knew how those tests were reported. In 2016-2017 the Perkins coordinator will work directly with the MARRS reporter when the information is submitted to Region 1 to assure that correct results are reported.</p> <p>The Pine to Prairie schools are meeting the TSA targets, but better communication has to take place when reporting. The problem in the school that reported the tests was that a new person reported the Carl Perkins MARRS data. In working with 29 school districts there are always staff changes every year through turnover or re-assignments of duties. The coordinator will have to do a better job of following up with staff and also work with Mike Kunde at Region 1 to assure that data is being reported correctly.</p>	
Resources Needed	Coordinator time to follow-up with the schools.
Timeline	May 15 - June 15, 2016-2017
Person(s) Responsible	Perkins coordinator and Carl Perkins MARRS individuals in each school.
How will progress be documented?	A directions sheet for reporting 2S1 will be given to each MARRS reporter and a log will be kept by the coordinator showing that he called each of the Carl Perkins MARRS reporters in the schools where tests are given will be emailed and called to assure that the tests are reported.
Sub-populations or groups where gap exists:	Warren, Fertile and Thief River School Districts
Describe any contextual factors that might contribute to this gap:	Warren reported students taking TSA's when in fact they had not, and Thief River Falls and Fertile did not report the TSA's that were given in their school district.
Further Information	

Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
<p>1. NCTC will conduct interviews with willing nontraditional students. The purpose of the interviews will be to determine why these students have chosen to enroll in nontraditional programs, how NCTC can improve the college experience for students enrolled in nontraditional programs, and how NCTC can encourage greater participation in nontraditional programs at the college. Nontraditional students with a designated Major01 in a program considered nontraditional by gender will be contacted to determine whether or not they would like to participate in this program. First-term nontraditional students will be contacted during fall semester and graduating nontraditional students will be contacted during their final spring semester.</p> <p>2. Develop promotional videos showcasing CTE programs offered at NCTC. Highlight nontraditional students where possible. Make videos available on social media platforms such as Facebook, YouTube, etc., and provide links from the NCTC website. Use videos in promotional advertising and marketing of college programs at career fairs and in the media.</p> <p>3. The consortium received supplemental funding through the Minnesota legislature and is currently developing two mobile manufacturing and two mobile welding labs for use on a rotational basis throughout the consortium's 29 high schools. These mobile labs will provide an excellent opportunity to promote these careers early to girls in the high schools.</p>	
Resources Needed	<p>Reserved conference room and time to conduct interviews, students' time and willingness to participate. Ability to identify nontraditional students with a designated Major01 in a CTE program considered nontraditional by gender.</p> <p>Perkins funds will be required for production of promotional videos. A contractor will be hired to film and produce the videos.</p> <p>Mobile manufacturing and mobile welding labs are currently being assembled by consortium stakeholders. Labs will be ready for use in fall 2017.</p>
Timeline	<p>NCTC will begin in fall semester 2017 with first-term nontraditional students. Graduating students will be interviewed during their final semester.</p> <p>The video project was started in FY17 and will continue in FY18. Video production will resume in the fall semester based on contractor availability.</p> <p>Training for high school teachers on the mobile labs will be conducted in August 2017 prior to the start of the school year. Mobile labs will be rotated throughout districts beginning fall 2017.</p>
Person(s) Responsible	<p>The Perkins postsecondary coordinator will conduct the interviews with the assistance of faculty and academic deans of affected nontraditional programs.</p> <p>The Director of Marketing and Communications is responsible for all aspects of video production.</p> <p>NCTC welding and manufacturing faculty will conduct training on the use of the mobile labs for high school teachers. The secondary Perkins coordinator will monitor use of the mobile labs.</p>
How will progress be documented?	<p>Meetings with students will be documented. Student input will be analyzed for ideas to improve non-traditional enrollment and retention.</p> <p>The finished product of video production will be proof of progress and project completion. Four videos were produced in FY17 and an equal number are planned for FY18.</p> <p>The secondary Perkins coordinator will meet with secondary faculty and administrators to obtain feedback on the use of the mobile welding and manufacturing labs.</p>
Sub-populations or groups where gap exists:	There are no subpopulations identified where the gap exists.
Describe any contextual factors that might contribute to this gap:	There are no contextual factors identified.
Further Information	
Faculty and administrators of nontraditional programs and students in the programs are involved. The student interview process was suggested by a faculty member who teaches in a nontraditional program at the college. The video project was suggested by the college's marketing and communications director.	
Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
<p>1. Convene a working group consisting of CTE faculty members, college counselors, advisors, Academic Success Center personnel and students, to determine what barriers exist that prevent nontraditional students from completing certificate, diploma, and degree CTE programs. Include data from interviews of nontraditional students (See 5P1 Improvement Plan). The group will summarize data and develop an action plan to improve nontraditional completion.</p> <p>2. Continue to promote current and former students in nontraditional programs as mentors for other students. Use the college website and other electronic media to highlight students in nontraditional programs. An example can be found at the following link: http://nctcstories.com/spotlights/meet-rachelpich/</p>	
Resources Needed	Interview data from nontraditional students. Time available for meetings as required, meeting space, etc.
Timeline	Gather data from nontraditional students, advisors, counselors, faculty, and academic support staff throughout the academic year beginning in September 2017. Develop an action plan based on data received. Include recommendations in FY19 Perkins Plan application.
Person(s) Responsible	Director of Marketing and Communications, academic deans, college counselors, advisors, Academic Support Center personnel, and faculty.
How will progress be documented?	Minutes will be taken for all meetings and an action plan will be developed. For item #2, student success stories will be promoted on the college website and internet.
Sub-populations or groups where gap exists:	There are no sub-populations identified where the gap exists.
Describe any contextual factors that might contribute to this gap:	There may be barriers involved that prevent students from completing their programs. These may include such issues as family and child-care responsibilities, how students are perceived in nontraditional programs, and views of traditional roles for men and women, among others.
Further Information	
When discussing nontraditional completion and what actions we could take to improve in this area, the consensus was that the college needs to get a larger group together to work on this issue. Input from a wide variety of stakeholders should be considered before implementing more specific actions. Faculty, administrators, advisors, tutors, counselors, and students should be involved in this group. Item #2 above is already in place, but we believe that continuing to focus on nontraditional student mentors is an effective way to promote nontraditional completion. The mobile manufacturing and mobile welding labs that will be implemented in consortium schools this fall will expose girls to these careers as early as 7th and 8th grade. This will generate greater interest that will be translated in later years to increased nontraditional completion in these areas.	

Related Improvement Plan documents

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

Upload any additional supporting documents

here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	60.54
Actual Performance: *	58.13
General strategies planned to improve performance:	
<p>The 1S1 score was actually very close to our target, but we would like to do more than just reach the target of 60.54%. CTE students should be scoring over 75% on 1S1. Pine to Prairie had met the 1S1 target for many years before. The one mitigating factor that changed was the MCA reading test. As instructors and students adapt and to the new test I think we will see a general improvement in scores. We will not rely just on this one factor however and hope scores improve. The first part of the improvement report is to identify schools within the consortium that are low performers and inform the administrators and teachers in those schools that we are not meeting our targets.</p> <p>Low performing schools identified in last year's report include Badger, East Grand Forks, Crygla, Mahnomon, Thief River Falls, Fisher, and Waubun. At our first superintendent's meeting and principal's meeting we will review the scores and discuss strategies for improvement. Schools that have been successful are using Ed Ready, Star reading materials, Reading 180, and Silent Sustained Reading. These materials have proven to work in other schools within the consortium and we will encourage the low performing schools to use these materials.</p>	
Comments or context for actual performance (optional):	
<hr/>	
Improvement Report 2	
Indicator Not Met: *	1S2 – Academic Attainment in Math
Negotiated Performance: *	42.13
Actual Performance: *	41.20
General strategies planned to improve performance:	
<p>The 1S2 score was actually very close to our target, but we would like to do more than just reach the target of 42.13%. CTE students should be scoring at a minimum of 74% for 1S2. Pine to Prairie had met the 1S2 target for many years before. The one mitigating factor that changed was the MCA math test. As instructors and students adapt and to the new test I think we will see a general improvement in scores. We will not rely just on this one factor however and hope scores improve. The first part of the improvement report is to identify schools within the consortium that are low performers and inform the administrators and teachers in those schools that we are not meeting our targets.</p> <p>Low performing schools identified in last year's report include Climax, East Grand Forks, Lancaster, Marshall County, Norman County West, Red Lake County Central, Stephen, and Waubun. At our first superintendent's meeting and principal's meeting we will review the scores and discuss strategies for improvement. Discussions will be held with schools that do succeed on the math assessment. Schools such as Badger, Bagley, Norman county East, Warren, and Win-E-Mac have far exceeded the benchmark of 42.13%. Strategies that these schools have used will be shared with the underperforming schools. Schools that have underperformed will be encouraged to use proven resource materials such as accelerated math, Star Math, and Math 180.</p> <p>CTE programs in all schools are encouraged to teach technical math in their particular area such as Construction, Auto, or Manufacturing, but a concerted effort will be made to assure that low performing schools are using technical math resources in their classrooms.</p>	
Comments or context for actual performance (optional):	
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Improvement Report 3	
Indicator Not Met: *	2S1 – Technical Skill Attainment
Negotiated Performance: *	50.20
Actual Performance: *	18.37
General strategies planned to improve performance:	
<p>The Pine to Prairie consortium actually met the performance goal for 2015-2016. All 7 programs of study are using Precision Exams for their TSA except for the Health Pathways. We use Precision Exams, but the test is the Foundation of Health Sciences which is given through the Precision Exam company. In checking back through 15-16 results all test were given, but only 2 of the tests were reported, Construction and Auto Mechanics on the MARRS website. The Perkins coordinator has reminded the teacher and the MARRS person in each school to give the test and then report the tests on the Carl Perkins website. for the 16-17 school year the Perkins coordinator will send instructions to the MARRS reporter on how to report the tests and then a follow-up phone call will have to be made to assure that the test results are reported.</p>	
Comments or context for actual performance (optional):	
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Improvement Report 4	
Indicator Not Met: *	3P1 – Student retention or transfer
Negotiated Performance: *	22.00%
Actual Performance: *	21.76%
General strategies planned to improve performance:	
<p>NCTC has a Retention Task Group to develop strategies to improve retention at the college. This group will continue to investigate new ways to improve retention. We will continue to employ many of the strategies developed by the Retention Task Group including utilizing the early alert process, program-specific advising, requiring students to have an access code prior to registration, student academic improvement plans, and email outreach to students in "warning" status.</p>	
Comments or context for actual performance (optional):	
<p>NCTC was very close to achieving the 3P1 goal for student retention or transfer in reporting year 2016. In looking at 3P1 performance from 2012 reporting year until present, rates have fluctuated from a low of 20.08% to a high of 23.25%. the 2016 rate of 21.76% is consistent with prior results as retention or transfer rates seem to have stabilized over the past several years. It is important to consider that although retention and transfer rates have been relatively stable over the past 5 years, college enrollment (headcount) during this time has decreased by over 10%. With fewer students, a decrease in retention would be expected. Other environmental factors such as a low unemployment rate may impact retention because students are finding employment without a degree.</p>	
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Improvement Report 5	
Indicator Not Met: *	4P1 – Student placement
Negotiated Performance: *	70.84%
Actual Performance: *	64.14%
General strategies planned to improve performance:	
<p>NCTC's policy is to provide resources and career information that will assist students in selecting and preparing for a career. The college connects students with employment agencies, job seeking skills, and online resources through the Virtual Career Center located on the College's website (http://www.northlandcollege.edu/services/placement/). The site includes a wide range of information for job seekers. The site includes job search feature to explore job opportunities and web links to career counseling resources, labor and employment information, and career information. Students also have the option of registering for the Job Seeking/Keeping course (CRLT 2103) that will provide information on securing employment in their chosen fields. This course covers topics such as employer expectations, job market trends, networking, and the job search process. Students develop resumes, letters, and applications, and practice effective interviewing techniques.</p>	
Comments or context for actual performance (optional):	
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Improvement Report 6	
Indicator Not Met: *	5P1 – Nontraditional participation
Negotiated Performance: *	15.97%
Actual Performance: *	13.80%
General strategies planned to improve performance:	
<p>NCTC will continue to promote nontraditional careers through its website and marketing efforts. The college has highlighted nontraditional students currently enrolled and those who have graduated and gone on to successful careers (http://nctcstories.com/spotlights/meet-rachelpich/). NCTC also plans to solicit information from current and future nontraditional students to determine what appealed to</p>	

them about their program choices and what steps the college can take to encourage other students to consider nontraditional careers. Also, the two mobile manufacturing and two mobile welding labs currently being developed for the consortium's 29 high schools will be used to promote these careers to female students in the high schools.

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met: * 5P2 – Nontraditional completion

Negotiated Performance: * 11.00%

Actual Performance: * 7.27%

General strategies planned to improve performance:

As in 3P1, efforts of NCTC's Retention Task Group will be important to increasing nontraditional completion rates. The college will continue to work with students in nontraditional programs to remove barriers to completion, particularly gender biases and stereotypes that make it difficult for students to continue in nontraditional programs.

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
Pine to Prairie Statement of Assurances signed 17-18	Statement of Assurances Signed 17-18.pdf	1.6 MB

Attachments

Description	File Name	File Size
Perkins IV Postsecondary Accountability Performance	Accountability Indicators Chart-3b.pdf	641 KB
Pine to Prairie and Northland equipment inventory 16-17. Pine to Prairie will be responsible for keeping the inventory going forward.	C.P. EQUIPMENT LOG 16-17 PTP and NCTC.docx	29 KB

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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