



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02632 - FY19 Pine To Prairie/Northland Consortium Perkins Application Perkins IV Consortium

Grant Title: FY19 Pine To Prairie/Northland Consortium Perkins Application
Grant Number: 02421
Grant Status: Underway
Comments:
Applicant Organization: Pine-to-Prairie Northland Consortium
Grantee Contact: Karl Ohrn
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates:

Contract Sent	08/08/2018	Contract Received	07/01/2018	Contract Executed	06/30/2019
	Proposal Date		Project Start		Project End

Grant Administrator: Jeralyn Jargo
Contract Number 02421
Award Year 2018
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2018
 06/30/2019

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Northland Community & 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

Red Lake County Central	01 public school district	2906
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-Alverado-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
Norman Country West	01 public school district	

Summary Narrative Part One

Career and Technical Education Programs:

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

Carl Perkins funds are used in the Pine to Prairie/Northland consortium in a variety of ways to support CTE programs. Some examples are:

- provide MCIS to the participating schools,
- update specialized supplies and equipment,
- sustain equal access and retention of special population students,
- encourage enrollment in nontraditional programs and classes,
- improve collaboration among secondary, post-secondary, industry partners, parents, workforce centers, and other entities related to the successful implementation of CTE programs,
- provide transportation for career fairs, job shadowing and field trips,
- provide Technical Skill Assessment testing in the member schools for approved CTE programs, and
- provide funding for approved professional development for faculty and staff.

Perkins funds will be used to foster continuous improvement of existing programs and implementation of new strategies that will make our programs more viable. In FY19 we will review our RPOS to ensure they are a good fit for our consortium. We will update articulations between secondary Health programs and Northland Community and Technical College. We will look into establishing additional articulations in other programs areas. In FY19 the consortium will continue to work with local districts to enhance their existing career and college readiness plans. Through MCIS, participating schools are now providing sample Accuplacer tests, sample ACT tests, and curriculum enhancements so students are better prepared for those tests when they take them as sophomores and juniors.

In FY19, TEAM Industries will continue to partner with Bagley High School students to offer CNC equipment training.

We continue to use Precision Exam course standards. The consortium's goal is to use Precision Exams tests as TSA in the high schools for all established programs of study.

Online College in the High School continues to add courses for students interested in CTE pathways. Eligible students in the 10th grade are able to take the following courses: Career Skills, Introduction to Computers, Manufacturing Process and Production Quality Practices, Medical Terminology, Blueprint Reading, Technical Math, Safety Awareness and Maintenance Awareness.

We continue to improve the curriculum for the Manufacturing Mobile Lab trailers. Due to instructor feedback, additional summer training will be provided for instructors to further develop the curriculum associated with the training modules. At the present time, ten secondary schools are using the mobile labs to expose students to careers in Manufacturing. Training videos will be developed by the instructor at NCTC in how to properly use the training modules. Secondary teachers will then watch and critique the videos. The videos will then be edited for clarity and made available at the start of the 2018-2019 school year. We will continue to monitor the results of this training to optimize the students experience while using the labs.

Decisions about funding priorities are made through administrative boards at both the college and secondary levels. Perkins coordinators meet regularly with administrators and consortium advisory boards to determine appropriate funding. All 29 of our secondary schools have at least one approved pathway. Health careers continue to provide some of the best employment opportunities in northwest Minnesota, so for FY19 we will review our rigorous programs of study in Health Diagnostics and Health Therapeutics.

Current labor market statistics indicate there is a demand for welding workers in northwest Minnesota. Because of this we will continue to use Perkins funds to support training for secondary instructors to learn and use the welding equipment that we have received.

One initiative at the postsecondary level is to increase funding for professional development. We will fund training for two of our faculty to gain expertise and earn certifications to teach content on cybersecurity. NCTC will be starting a new cybersecurity degree program in FY20. During

FY19, our faculty will complete training so they will meet educational requirements to teach in this program. We will also fund professional development for other faculty in their areas of expertise. NCTC will support VEX robotics and Unmanned Aircraft Systems (UAS) summer camps for students and teachers. These programs promote STEM careers and academic programs at NCTC such as manufacturing and UAS maintenance.

Pine to Prairie/Northland consortium covers a large area that is primarily rural. There are many opportunities in agriculture, healthcare, and manufacturing in this region which we support through appropriate courses and programs. We are attempting to work with local employers to understand their needs and provide the training and education to prepare students for the jobs in need.

The consortium will benefit from Perkins expenditures by providing avenues for high school students to explore CTE through hands-on experiences. Emphasis will continue to be placed on reviewing and improving Programs of Study and providing practical transitions for students. We will ensure our students have options to pursue CTE programs resulting in high-wage, high-demand, and high-skill careers right here in our region. We will provide professional development for our faculty and staff to ensure they are keeping pace with new technology and advancements in their fields. We will continue to work with special populations students to ensure their success and to increase our participants and completers in these groups.

Meeting State and Local adjusted levels of Performance

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

At the secondary level, performance indicator results are shared with principals and superintendents for all participating schools. Strategies are discussed for ways to make improvements. Some districts use Perkins funds to purchase Project Lead the Way. This curriculum helps students develop skills in applied math and reading. Through College in the High School and the Online College in the High School (OCHS) programs, students are required to take the Accuplacer test to determine college readiness. As a result, some schools have revised their curriculum, or have added requirements for graduation. Secondary schools are also dedicating time before the ACT and Accuplacer tests to help students prepare for these tests. Through the OCHS program, schools have access to Ed Ready, a program dedicated to helping students improve their math and reading scores on the ACT. For FY19 we will continue to use and promote Precision Exams due to their strong focus on math and reading skills.

Accountability indicators are monitored closely at the postsecondary level to determine how well the college is meeting these targets. Accountability indicator data is shared with college administration and strategies are developed to address performance indicators where the target was not met. The vice-president for academic affairs and student services, academic deans, and program faculty meet frequently to discuss performance indicator data. The Perkins coordinator explains the data and how it is determined. Ideas for corrective action are discussed. Appropriate steps are taken to improve indicator performance. Postsecondary accountability performance has been tracked over the past several years to determine how effective the college's efforts have been in this area. Overall trends have been identified which are useful when explaining why performance falls short of established targets and to develop action plans to reverse these trends. Trends in performance indicator data can be seen in the attached documents, "Accountability Indicators Chart.pdf" and "Accountability-red-green.pdf."

How students participating in CTE are provided programs

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

Programs both in the high schools and at NCTC are developed based on needs within the communities that they serve. All consortium CTE programs are subject to review and improvement through our local advisory committees so that rigor required by the industry is met. Curriculum standards are revised to meet industry standards at the college level. No curriculum changes are approved at the postsecondary level without documented support from the advisory committee. At the secondary level, the goal for curriculum standards is to prepare students for CTE college level course work. Secondary and postsecondary programs serve students with a wide range of ability and interests, however all students are required to meet the same rigorous standards. Pine to Prairie has many smaller secondary schools with only one course in a pathway. Because of this we give TSA only where students are classified as concentrators who receive 240 hours of instruction. At the secondary level, size and scope vary depending upon the size of the school. The goal is to provide the best CTE preparation possible given the limitation of district resources.

Pine to Prairie/Northland Consortium designs Programs of Study around community needs for careers that offer sustainable wages and employment opportunities. This attracts students who are interested in remaining in the local area upon completion of their education. In addition to HLC accreditation, many of the programs offered at NCTC are accredited by organizations within their field such as National Automotive Technicians Education Foundation (NATEF), Minnesota Board of Peace Officer Standards and Training (POST), and Commission on Accreditation in Physical Therapy Education (CAPTE), just to name a few. Recognition of our CTE certificate, diploma, and degree programs are an indication of the quality of programs offered.

How students are provided with experience

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

At the secondary level, a curriculum is available to all CTE instructors which is designed to intergrate All Aspects of Industry into all CTE programs. Topics of instruction include, but are not limited to: Business Planning, Management, Health, Safety and the Environment, Community Issues, Principles of Technology, Personal Work Habits, Technology Production Skills, Labor, and Finance. CTE teachers are encouraged to take their classes on industry tours and field trips. These experiences help students draw connections between their classroom lessons and the world of work. Students are encouraged to take advantage of job shadowing opportunities that are made available to them. Through these efforts students are able to make industry connections that allow them to work with industry partners through their secondary and postsecondary training.

Many NCTC programs offer internships for credit. Students electing to complete internship credit design personal learning plans under the supervision of a faculty member with an employer. Other programs offer field trips, such as our welding program that travels to several manufacturers to observe a variety of welding applications. NCTC offers courses in career exploration, job readiness, and human relations that teach the "soft-skills" required for successful employment. Many programs require one or more of these courses. Other faculty incorporate "soft-skills" and related training in other courses in their programs. NCTC has established learning outcomes for all students. These outcomes identify students' ability to communicate effectively, think critically, apply technology, understand their role within the global environment, and continue their personal development. Faculty assess whether or not students achieve these outcomes through evaluation of their capstone assignments.

Summary Narrative Part Two

Comprehensive Professional Development

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)]

We recognize the need for professional development within our consortium. Accordingly, we have increased our budget for faculty and staff professional development in Goal #1 and also for Perkins consortia leaders in Goal #5. NCTC will fund training for two faculty to prepare them for a new cybersecurity program that will be offered beginning fall semester, 2019. Faculty will complete formal coursework over the next year. Professional development funds were increased for consortium coordinators to better prepare them for their responsibilities. We have a new secondary coordinator who will seek opportunities for additional training. Secondary teachers are encouraged to reflect on the results of the Technical Skill Assessments and to look for professional development activities that would lead to increased skill attainment. The postsecondary coordinator plans to attend the 2019 National Policy Seminar and other Perkins or CTE-related events as schedules allow.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

The Pine to Prairie Cooperative, like most consortia, struggles to find licensed CTE teachers for our programs. Job vacancies are posted online through EDPost in the hopes of reaching a larger audience. When an individual from business or industry is hired, the consortium works individually with that person to assist them in gaining the credentials and training necessary for CTE program approval. Curriculum resources are reviewed and shared to help smooth the transition into the classroom. The consortium relies on input from advisory committees to provide information regarding individuals who might be interested in working as a community expert or who may be interested in obtaining teacher certification. Some of these individuals already meet credentialing requirements for postsecondary teaching positions.

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 coordinator presents Perkins data to all superintendents and principals at site visits. Discussions are held to propose changes with the hope of improving student performance. The consortium also monitors the completion and retention rates of our OCHS students on a semester basis. Completion rates have stayed steady at 98% with 93% of students having achieved a passing grade. This indicates that students who qualify for OCHS courses are ready for college level coursework. Schools that participate in the OCHS program also have the EdReady curriculum available for all students. This curriculum consists of math and reading comprehension materials that help students prepare for the ACT test. NCTC surveys employers of our graduates to obtain feedback on their preparedness for employment. Both technical and foundation knowledge and skills (as defined by *Minnesota Career Fields, Clusters & Pathways* chart) are assessed.

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)]

In 2008-2009, an executive committee consisting of representatives of Pine to Prairie and NCTC met to discuss programs and courses that would best reflect high-skill, high-wage, and/or high-demand careers in northwest Minnesota. The 2008 Northwest Minnesota Careers Supplement published by DEED listed eighteen high-demand and high-paying health science careers in our region, over twice as many as any other career field. Health-related careers were, and continue to be, high-paying and high-demand careers in our area. When determining which POS would be the best choice for a Rigorous Program of Study (RPOS) in our consortium, it made sense to select a career path with great job growth potential in northwest Minnesota.

Pine to Prairie/Northland consortium chose the Therapeutic Services career pathway as our first RPOS in 2013-2014. In November 2013, Perkins coordinators assembled staff at a meeting in Thief River Falls. Attending the meeting were NCTC's vice president for academic and student affairs, dean of allied health programs, secondary CTE health teachers, and Perkins coordinators. Coordinators provided an overview of the Therapeutics Services Program of Study and a review of the RPOS self-appraisal form. It was decided at that meeting to review the components with the respective advisory committees and teaching staff and then meet again in January 2014 to complete the self-appraisal. The group met in January 2014 and found all components to be at either level 2 or 3 for the Therapeutic Services RPOS. NCTC faculty and administrators, secondary teachers, Perkins coordinators, and advisory committee members were all involved in developing the Therapeutic Services POS. Pine to Prairie/Northland Consortium applied for state approval of the Therapeutic Services POS. The following year we identified Diagnostic Services as a second RPOS for the consortium.

In January and again in September 2015, similar groups met again and determined that Therapeutic Services and Diagnostic Services POSs both met level 2 or 3 for all RPOS criteria. It has now been nearly three years since our consortium thoroughly reviewed these RPOSs. Pine to Prairie/Northland Consortium recognizes the need to review all state-approved POSs and RPOSs to ensure they continue to be the right choices for our region and that we continue to meet state requirements. We have included POS review as a part of our plan under Goal #1.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

- 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.)]**
- 9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].**
- 10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].**

1. Pine to Prairie/Northland Consortium has Programs of Study in the following pathways: Facility & Mobile Equipment Maintenance, Administrative Support, Plant Systems, Construction, Therapeutic Services, Diagnostic Services, and Health Informatics. The Rigorous Programs of Study for the consortium are Therapeutic Services and Diagnostic Services. These POSs were chosen based on employment opportunities in the region in high-skill, high-wage, and high-demand occupations. Health careers offer some of the largest employment opportunities in Northwest Minnesota, so many of our programs are health-related. With the demands for skilled workers in manufacturing careers and the continued impact of agriculture in the region, we are working to strengthen Programs of Study in these areas.

2. 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) (concurrent enrollment). Online College in the High School (OCHS) is another option for students within the consortium. Students at some high schools can take advantage of articulated course credit with NCTC.

3. Faculty are closely involved with development of programs of study. When the Manufacturing Process Technology AAS program was being developed at NCTC, the instructor for this program worked closely with local manufacturers and college administrators to develop a program that meets local manufacturers' needs. He also helped develop the mobile manufacturing labs that are being used by consortium high schools to introduce students to manufacturing careers. In addition, he provided training for high school CTE teachers on how to incorporate the mobile labs into their curricula. The agriculture instructor coordinated with the agricultural department at the University of Minnesota Crookston, as well as local agricultural businesses and farms to develop a program that is sustainable, complimentary to other programs, and that meets the needs of regional agriculture.

4. We are investing heavily in professional development for teachers and faculty to ensure they are well-prepared to conduct instruction in their areas of expertise. Through feedback from the schools, we have determined that additional teacher training and curriculum support is necessary to get the best use of the mobile manufacturing labs that are being rotated throughout the school districts within our consortium. More teacher training is required to ensure teachers have greater confidence on how to use the equipment and incorporate the mobile labs into their course curricula. The end-result of this training will be increased use of the mobile labs and greater technical knowledge to students. Many of these same CTE students are also taking advantage of Online College in the High School (OCHS) courses to enhance their academic skills. OCHS continues to grow throughout the state and results in participants' increased academic skills. Because Pine to Prairie/Northland is a rural consortium, OCHS offers greater opportunities to students to advance their academic skills.

5. NCTC's needs assessment process identified an increased need for professional development among our technical faculty; therefore, we have increased our budget for faculty professional development in this plan. With continuing advances in technology, professional development is becoming increasingly important to ensure our faculty keep pace with industry changes. NCTC is planning a cybersecurity degree program which will require formal training for existing faculty that will strengthen the Information Technology pathway for the consortium. Faculty submit their professional development requests to the college administration which then determines how best to use the Perkins budgeted professional development funds.

6. For many NCTC programs, state and/or national certification exams are available for students to assess their technical skills. For many other programs such as the building trades, information technology, business, and marketing, NOCTI exams are used to determine technical skill attainment.

7. Adult Basic Education operates through the Northwest Service Cooperative located on the NCTC campus at Thief River Falls. ABE instruction is provided on both NCTC campuses, so it is easy to coordinate with ABE to meet adult learner needs. This program is especially important to our new immigrant population, who may need English language instruction or other training prior to finding employment or enrolling in NCTC programs. Many immigrant students receive English language instruction through ABE which helps them to meet requirements for CDL licenses in our truck-driving program. Our Academic Success Center director refers adult students to ABE who have needs that are best-served by them. Students completing GED instruction can then schedule and take the GED test in our NCTC testing center. ABE's presence on the NCTC campuses encourages students to continue their education at NCTC once their ABE training is complete.

8. Pine to Prairie developed a curriculum on All Aspects of an Industry and continues to use this curriculum and the related activities included in the guide to stress the importance of seeing the "Big Picture" as it pertains to CTE and entering the world of work. When new staff are hired at the secondary level, the All Aspects of an Industry curriculum is discussed and shared at new teacher workshops. NCTC students experience All Aspects of Industry when participating in internships or activities such as the house-building project for the construction trades.

9. At the secondary level, students meet individually with the school counselor to discuss school goals and postsecondary plans. NCTC counselors are located on each campus and provide academic, career, and personal counseling to all students as required. Counselors are professionally trained to identify the difficulties students face in pursuing and achieving educational goals. NCTC counselors are faculty members of the college. Even though students may have established personal goals, counselors understand that students' lives and goals

change as they progress in their education and life experiences. College advisors may refer students to counselors on staff if students are in need of such services.

10. At the secondary level, students are encouraged to participate in OCHS courses to gain experience and to better prepare them for college level course work. Students also meet with counselors individually to discuss a high school and college readiness plan that best meets their needs.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R4, R5 , R6 , R8 , R11 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
1.1 Pine To Prairie/Northland Consortium will continue to strengthen our program of study in Manufacturing Production Process Development. The Project Lead the Way programs and the two mobile manufacturing labs that are shared between secondary schools are providing an excellent introduction to manufacturing careers in the consortium. However, due to instructor feedback, additional training and curriculum will be developed and provided to the instructors to improve the delivery of instruction to the students.	
Outcomes	
Pine to Prairie instructors that have a manufacturing curriculum and have used the mobile manufacturing labs will have the opportunity to participate in an in-service to further enhance their skills and curriculum associated with the equipment in the mobile labs.	
Instructors will continue to use the mobile manufacturing trailers on a yearly rotational basis to promote manufacturing careers.	
Measures	
We will track the number of teachers who complete the training with the hope of having 10 districts participate.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$11,100.00
Post-Secondary Total	\$11,100.00
Secondary Required Activities	\$14,200.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$6,200.00
Secondary Total	\$20,400.00
Total	\$31,500.00
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R3, R4, R8 , R9 , P6, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
1.2 Consortium stakeholders will pursue professional development opportunities to enhance established programs of study. Funding will be made available to attend CTE professional development activities including, but not limited to the following:	
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.	
Workshop for new secondary CTE teachers.	
Professional CTE-related conferences and workshops.	
Additional technical training/education for CTE faculty.	
Outcomes	
Stakeholders will be aware of the latest information regarding POS.	
Stakeholders will attend required meetings, trainings, etc.	
CTE teacher orientation workshop for new secondary CTE instructors.	
Monthly superintendent and principal meetings will take place from October through April.	
High school students starting in 9 th grade will have educational and career plans in place.	
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.

NCTC faculty will complete training and attain required credentials to qualify them to teach a new cybersecurity degree program to be implemented fall semester of 2019.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$38,023.39
Post-Secondary Total	\$38,023.39
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$3,000.00
Secondary Total	\$6,000.00
Total	\$44,023.39

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R2 , R3, R8 , R9 , R11
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Strategies

1.3 The Secondary Perkins coordinator will work with new CTE staff to have their program approval paperwork submitted by November 1, 2018.

Outcomes

All new CTE secondary teachers, with the assistance of the director, will submit their CTE program documentation to MDE for approval.

Measures

The coordinator and CTE staff will work together to assure that all CTE programs within Pine to Prairie will have approved programs.

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 Total	\$0.00
Secondary Required Activities	\$7,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,500.00
Secondary Total	\$9,500.00
Total	\$9,500.00

Goal 1 Objectives 4

Required/Permissive Uses of Funds*	R1 , R4, R6 , R8 , R10 , R11 , P2
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Strategies

1.4 The consortium will review and evaluate Programs of Study on a rotational basis and take action for continuous improvement. Stakeholders will review articulation agreements that are in place with NCTC.

Outcomes

Secondary and postsecondary executive teams will meet to evaluate state and local CTE data.

Stakeholders will re-evaluate Rigorous Programs of Study, Therapeutic Services and Diagnostic Services, against RPOS components.

The programs continue to be relevant to the students in the consortium.

Pine to Prairie/NCTC Programs of Study will be reviewed and updated to ensure they fit the needs of the consortium.

Provide students with an opportunity to find jobs in high wage, high skill, high demand career fields.

Measures

The review of two programs will be completed in FY19 with the appropriate documentation.	
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 Total	\$0.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,000.00
Secondary Total	\$6,000.00
Total	\$6,000.00

Goal 1 Objectives 5	
Required/Permissible Uses of Funds*	R2 , R5 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
1.5 The consortium will ensure that CTE programs have resources to purchase equipment that is currently considered as industry standard.	
Outcomes	
Students will be able to gain skills and experience using modern industry standard equipment	
Measures	
Students will create finished projects/products that incorporated the use of modern, industry standard tools and equipment.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$21,000.00
Post-Secondary Total	\$21,000.00
Secondary Required Activities	\$41,915.37
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$25,961.05
Secondary Total	\$67,876.42
Total	\$88,876.42

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R4, R5 , R6 , R10 , P6, P8
Strategies	
2.1 The consortium will pursue opportunities for students to connect with the world of work. Opportunities include, but are not limited to field trips, job shadowing, career fairs, guest speakers for industry, work-based learning, clinical experiences, apprenticeships, and internships. Coordination with local chambers of commerce, the workforce development board, and the University of North Dakota will promote related activities for students.	
Outcomes	
Students will have a broad understanding of the world of work and "All Aspects of an Industry" by taking advantage of opportunities to interact with executives and workers in business and industry. These interactions - will help students make informed decisions in regards to career choices.	
Measures	
Document the number of new opportunities and student participation.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$3,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$7,250.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$600.00
Secondary Total	\$7,850.00
Total	\$10,850.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R6 , R9 , R10 , P8
Strategies	
2.2 The consortium will promote and develop effective advisory committees and encourage joint secondary/postsecondary advisory committees (consolidated) where possible. Consortia coordinators will attend advisory committees when possible and will promote use of the <i>Career Program Advisory Committee Handbook</i> to develop more effective advisory committees.	
Outcomes	
All secondary and postsecondary programs will have quality advisory committees. Advisory committees will meet according to policy. Advisory committees will have the appropriate number of members from local business and industry.	
Measures	
Advisory committee minutes are requested and reviewed by consortia leaders to ensure advisory committee meetings are held according to policy.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,729.01
Secondary Total	\$2,729.01
Total	\$7,729.01
Goal 2 Objectives 3	
Required/Permissive Uses of Funds*	R5 , R6 , R7 , R11 , P1 , P3, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand

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 all students. Establish a "Succeed Through Service" program in a consortium middle or high school.	
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 the needs of local business and industry, such as the Manufacturing Processes Technology A.A.S.	
Development of articulation agreements with other colleges and universities.	
Reinforce to middle/high school students the importance of remaining in school to graduate and proceed on to achieve postsecondary credentials.	
-Career exploration for middle and high school students.	
Measures	
Pine to Prairie/Northland Consortium will monitor performance indicators and meet or exceed 4S1, 6S2, 2P1, 5P2 state targets.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,500.00
Secondary Total	\$6,500.00
Total	\$11,500.00

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1. Through monthly administrative meetings, the Pine to Prairie/Northland Consortium encourages districts to provide early hands-on opportunities for high school students to experience curriculum that is nontraditional for their gender. By sharing labor market information, students are exposed to and informed about high-wage, high-demand occupations. Once students understand the opportunities available, they will be better informed to make decisions regarding CTE careers. It's important for current students to be introduced to role models in CTE careers to help them visualize themselves in similar careers.

NCTC uses the role-model approach to nontraditional careers by developing stories about students who have been successful in nontraditional careers. These stories have been promoted on our website for all to see. NCTC has also used these same students in advertising to promote nontraditional careers. Faculty and staff work closely with nontraditional students to ensure their unique needs are met so that these students are retained and that they graduate. NCTC obtains feedback from students in nontraditional careers to better understand the needs and potential barriers these students face. Staff members work with faculty to make them aware of potential bias that may exist regarding nontraditional-by-gender students. NCTC also has an equity and inclusion committee whose purpose is to ensure, to the extent possible, equity and inclusion of diverse populations in all college programs.

2. Pine to Prairie has five schools involved in Project Lead the Way. The administration and faculty have strongly encouraged females and especially special populations to become involved with this program which prepares students to be innovative and productive leaders in Science, Technology, Engineering and Mathematics. NCTC is a partner institution with the 360 ETech and the Minnesota State Advanced Manufacturing Center of Excellence to provide online training to students interested in careers in manufacturing. NCTC is also a partner in AgCentric, Minnesota State's Agricultural Center of Excellence and the Minnesota State Transportation Center of Excellence. These state-wide initiatives promote CTE careers for special populations students.

3. Special advising and counseling services are available at NCTC to help mitigate issues experienced by special populations students. Tutor support is also available to assist these students and provide remedial work if necessary. Funding is provided at the postsecondary level to help pay for advisor, counselor, and tutor salaries. Special equipment and supplies are purchased to better serve students with disabilities or those who need special accommodations.

4. NCTC advisors are assigned to specific degree programs; therefore, all students in a particular CTE program see the same advisor. This ensures students get consistent information regarding the requirements of the degree program. This is important to special populations students because any concerns or issues these groups of students have will be handled in the same manner. This consistency of support contributes to the local adjusted performance levels.

5. NCTC has an established official policy and procedure regarding discrimination in education. NCTC Policy 1020, *Equal Opportunity and Nondiscrimination in Employment and Education* (and the associated Procedure 1020P), addresses this issue. This information is covered during student orientation and in the *Student Handbook*. NCTC has adopted Minnesota State's 1B.1 policy in full.

6. Through Unmanned Aircraft Systems (UAS) and VEX Robotics summer camps, NCTC faculty provide hands-on training to youth which generates greater interest in STEM careers. NCTC faculty also provide workshops for high-school teachers to incorporate UAS into their curricula. NCTC uses innovative approaches to marketing and advertising. We highlight specific students in stories on our website and in other outlets to promote their successes, which hopefully will resonate with other potential students. NCTC participates in events such as the Northern Valley Career Expo, White Earth Career and Job Fair, and Health Tech & Trades Career Expo in Fargo, ND to promote our CTE programs leading to high-skill, high-wage, and high-demand careers. In conjunction with Lincoln High School in Thief River Falls and East Grand Forks Senior High School, NCTC has created one-semester CTE courses that introduce students to the construction trades and to manufacturing careers. These programs allow high-school students to spend time each week on the college campus to complete these courses. These are just a few examples of how NCTC encourages students to continue at the postsecondary level in CTE programs and to pursue CTE careers.

7. All NCTC graduates are required to meet the same Institutional Learning Outcomes (ILOs) regardless of program of study. The ILOs are as follows:

- Communication,
- Critical Thinking,
- Global & Civic Responsibility,
- Information & Applied Technology, and
- Personal Development.

These ILOs are assessed annually on a rotational basis by having students complete capstone assignments which are tied to specific ILOs. Based on how well students complete the assignments, faculty are able to assess how well students meet these ILOs. This helps to assure that all graduates, regardless of program, are achieving these same outcomes and are being taught to the same high standard.

All course and program changes must be reviewed and approved by the Academic Affairs and Standards Committee (AASC) before they can be implemented for the College. The AASC committee is faculty-led and made up primarily of faculty members along with some administrators. Any proposed curriculum changes are fully vetted with administrators and advisory committees before being submitted to AASC for approval. AASC acts to ensure changes or new courses or programs are academically sound and make sense for the institution. AASC ensures the quality of content of our academic programs and applies the same educational and quality standards to all academic courses and programs, whether CTE or liberal arts. AASC ensures academic rigor is consistent throughout all courses and programs.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R5 , R7 , R8 , R9
Strategies	
3.1 Provide academic support services to CTE students.	
Provide accommodations and support to CTE students with disabilities, including testing accommodations, use of adaptive equipment, etc.	
Provide tutoring services to CTE students including academic subjects such as writing and mathematics skills which are essential to success in CTE careers.	
Employ college and student tutors to work with special-populations students in CTE programs.	
Provide services to high school students which enable all students, including special-populations students, to participate and be retained in CTE programs.	
Provide academic support tailored to the needs of the increasing population of students with English as a second language.	
Outcomes	
Improved retention and completion of students in postsecondary CTE programs, including special-populations students.	
Increased success rates for students with disabilities by providing academic support and accommodations as required.	
Measures	
Monitor postsecondary completion rate (2P1) and non-traditional completion rate (5P2) for increases.	
Monitor results in technical skill attainment (1P1) for increases.	
Monitor secondary attainment of skills (1S1, 1S2) for increases.	
Document increased number of students seeking academic support services.	
Post-Secondary Required Activities	\$132,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$132,000.00
Secondary Required Activities	\$6,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,500.00
Total	\$138,500.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R5 , R7 , R10 , P1 , P13
Strategies	
3.2 Provide advising and counseling services that enable special populations students to participate and achieve success in CTE programs.	
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 disadvantaged families, preparing for non-traditional fields, or students who have limited English proficiency.	
Provide counseling services at all levels to assist special-populations students to define and accomplish academic, personal, and career goals.	
Evaluate barriers to success and provide counseling specific to developmental needs of students such as mental health, behavioral, psychological, and emotional needs.	
Provide students with transition assistance and referral to other agencies when necessary.	

Provide guidance to high school students regarding participation in CTE courses and pathways.

Encourage nontraditional participation in CTE courses and programs at all levels.

Outcomes

Enrollment and graduation rates (3S1, 4S1) for special populations students in CTE programs will increase.

More special-populations students will graduate and become self-sustaining practitioners in high-wage, high-demand careers.

Secondary special-populations students will be more likely to pursue CTE careers.

Measures

Monitor nontraditional participation (6S1, 5P1) data for an increase in participation by high school and college students.

Monitor student completion (2P1), retention or transfer (3P1), and non-traditional completion (5P2) rates for increases.

Post-Secondary Required Activities	\$22,500.00
Post-Secondary Permissible Activities	\$22,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$45,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$45,000.00

Goal 3 Objectives 3

Required/Permissive Uses of Funds*	R6 , R8
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Strategies

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

NCTC will develop and implement marketing activities and promotional materials to encourage participation in CTE postsecondary degree programs, especially for students pursuing nontraditional careers. The college will emphasize the value of CTE programs (i.e. low tuition costs vs. a sustainable wage) along with successful experiences of special-populations students.

Outcomes

Secondary students will be encouraged to continue at the postsecondary level with CTE diploma, certificate, and degree programs.

Special populations students will be encouraged to pursue postsecondary CTE programs.

Measures

NCTC will see an increase in enrollment and completion of CTE programs.

Monitor nontraditional participation (5P1) and nontraditional completion (5P2) for increases.

Post-Secondary Required Activities	\$9,319.40
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$9,319.40
Secondary Required Activities	\$3,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$2,950.00
Secondary Total	\$6,450.00
Total	\$15,769.40

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]
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)]

1. NCTC and the 28 districts in the consortium have a long history of collaboration. Online College in the High School (OCHS) offers secondary students greater options for flexibility in completing early college credit. OCHS provides high school students access to courses for specific Programs of Study that are not available at their schools. Many NCTC courses are offered online, in hybrid format, or in the evening as well to allow for flexibility. High school students have the additional PSEO options of taking NCTC classes on campus or through concurrent enrollment (College in the High School). PSEO enrollment is increasing in our consortium. For FY2018, 716 students participated in College in the High School courses and 296 students took PSEO courses on campus. NCTC partners with Alexandria Technical & Community College and Northwest Technical College through Distance Minnesota to provide additional online course offerings for students.

2. The consortium's mobile manufacturing and welding labs provide opportunities for students at small, rural schools throughout the region to be introduced to related careers. These mobile labs, which are housed in trailers, can be moved easily from one school to another. Students interested in these careers can then transition to NCTC where they can take advantage of degree programs in welding or manufacturing. NCTC offers articulated course credit for Health Careers and Health Occupations courses at Fosston, Thief River Falls, and Win-E-Mac high schools. Students completing these courses can then receive college credit for Medical Terminology and First Aid/CPR courses at NCTC. This supports our Rigorous Programs of Study in Health Diagnostics and Health Therapeutics. One of our consortium goals is to increase the articulated course credit available to students. As stated above, PSEO opportunities are strong within the consortium and students take advantage of these opportunities. Online College in the High School levels the playing field for many rural students who otherwise might not have the same opportunities to complete these courses while still in high school.

3. The Academic Success Center (ASC) at NCTC provides many services for students transitioning from high school to college. They can refer students to Adult Basic Education on campus if those are the services that are required. The ASC provides accommodations and services for students with a variety of disabilities. The ASC also provides tutoring, study resources and accessibility services for incoming students. Students learning English as a second language can receive additional resources and assistance as well. NCTC advisors are well-trained to provide excellent service to transitioning students whether they are traditional, nontraditional, or members of other special populations. Advisors are specialists in specific degree programs so all students entering those programs have the same advisor and receive the same guidance and information. Advisors can assist students in completing financial aid forms and in seeking additional funding resources through various agency scholarships. A full range of counseling services, including career assessments, personal counseling, education information, and testing is available to students through referral to college and/or community services. Our testing centers provide Accuplacer, NACE, TEAS, and Pearson Vue testing services throughout the academic year and summer for students transitioning to related CTE programs. On-campus orientation sessions are offered to transitioning students and an online student handbook is always available to provide information on college policies, procedures, and student rights and responsibilities.

4. NCTC offers evening courses which provide access to adult learners who may have jobs during the day. NCTC has a "Virtual Career Center" webpage which offers information about career counseling, job opportunities, and other information for students transitioning from school to employment including resume writing and interviewing skills.

5. As mentioned above, NCTC accepts articulated course credit from consortium high schools. NCTC is a partner with Alexandria Technical & Community College and Northwest Technical College offering online courses through the Distance Minnesota Consortium. NCTC is working with Distance Minnesota partners to develop an associate in arts degree using Open Educational Resources (OER) which eliminates textbook costs for students. As a member of Minnesota State's Agriculture, Transportation, and Advanced Manufacturing Centers of Excellence, NCTC participates with other partner institutions in promoting related careers throughout the state. NCTC promotes goals of these Centers of Excellence and shares in grant funding received by the Centers. For example, in 2016, the 360 Manufacturing Center of Excellence received a \$2.55 million dollar grant from the National Science Foundation to support efforts to increase graduates in advanced manufacturing programs at 360 Center of Excellence partner colleges through 2019.

6. Enrollment, retention and completion for adult learners between the ages of 22 and 60 years of age has decreased significantly over the past few years. NCTC annual unduplicated headcount for all students in this age range for the past few years are as follows:

- FY 2015; 4,672
- FY 2016; 4,473
- FY 2017; 2,387
- FY 2018; 2,126

This constitutes more than a 45% decrease in adult students from FY15 to FY18. Although there has been a trend of decreasing enrollment overall at the College during this period, the drop in adult student graduates is most likely due to historically low unemployment rates below 4%. Fewer adult students are seeking new skills to pursue career changes.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R2 , R4, R5 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
4.1 Support VEX robotics and Unmanned Aircraft Systems (UAS) summer camps at NCTC for high school students to promote and encourage technical careers. Support teacher training workshops to incorporate the use of UAS in their CTE curriculum.	
Outcomes	
High school students will have a better understanding of opportunities available in STEM careers. Students will have hands-on experiences with technology.	
Measures	
Monitor student participation rate in VEX robotics and UAS summer camps. Monitor teacher participation in UAS workshop. Increased participation in all events.	
Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$10,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,000.00
Secondary Required Activities	\$1,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$21,500.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R4, R10 , R11 , P2
Strategies	
4.2 Assess and improve, where possible, opportunities for early college credit. This includes opportunities in PSEO, College In the High School (CHS, or concurrent enrollment), and Online College in the High School (OCHS). Pursue opportunities for articulated credit for high school CTE courses and articulation agreements with Baccalaureate programs at System universities.	
Outcomes	
Increased college credit awarded to secondary students. Early completion of degrees, certificates, and diplomas. Lower tuition costs for students.	
Measures	
Track number of students and credits earned through PSEO. Increased student participation and number of credits earned through PSEO.	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$6,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$500.00

Secondary Total	\$7,000.00
Total	\$9,000.00
Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R1 , R2 , R9 , P6
Strategies	
4.3 Provide MCIS, Accuplacer and Precision Exams practice tests and other counseling tools to secondary schools to assist students in their programs of study and transition plans. Provide Kuder Interest Inventories to postsecondary students to help them transition to a CTE program that aligns with their interests. Provide NOCTI tests at the postsecondary level to assess student knowledge.	
Outcomes	
Successful transitions from secondary to postsecondary CTE programs.	
Increases retention in postsecondary CTE programs.	
Measures	
Track the participation rate Accuplacer, Precision Exam and NOCTI testing.	
Monitor participation in Kuder Interest Inventories.	
Monitor NOCTI results at the postsecondary level.	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$21,700.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$21,700.00
Total	\$22,700.00

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]

1. NCTC has identified seven faculty members to serve as "division chairs" who, along with academic deans and the CAO, meet bi-weekly to discuss academic-related issues. Their responsibilities include coordination of budget proposals and consultation with academic deans on budget prioritization for personnel, facilities, equipment and technology. Division chairs are part of the leadership team of the college and are expected to contribute to long-range planning of the college. As such, they are intimately involved with the college's needs-planning including planning for the implementation of the Perkins Plan annually.

The postsecondary Perkins coordinator attends all division chair meetings and briefs members on Perkins-related issues as necessary throughout the fall and spring semesters. Division chairs solicit input from the faculty they represent and bring this information forward to the committee for consideration and potential inclusion in the next Perkins Grant plan. This occurs throughout the academic year and college administrators make final decisions, in consultation with the postsecondary coordinator, on what to include in the Perkins plan for the following fiscal year.

Division chairs, along with academic deans, annually prioritize (by fiscal year) equipment requests received from faculty members. Perkins funds budgeted previously for equipment are applied to this list to make appropriate equipment purchases. This year our administrators reached consensus to lower the percentage of FY19 Perkins Grant funds going to salaries to 60% of the overall postsecondary allocation. Administrators also agreed to remove one long-standing employee's salary from being funded with Perkins Grant funds.

2. We closely follow our progress on performance indicators and draw conclusions from the results (See Accountability Indicators Chart in attachments). In addition, NCTC has a process for program review and sustainability which consolidates data for specific programs for further review and consideration. Conclusions drawn from these reports help faculty and administrators to develop action plans to address problem areas and strive for continuous improvement. An example of this report for Nursing can be found in the attachments. One measure reported is on student success which shows the percentage of students who are retained, transferred, or graduated in a particular program (see Student Success Report in attachments). This is an Oracle database report run from ISRS data. Faculty prepare Assessment Reports Annually and Program Review Reports every five years for their CTE programs. An example of the Annual Assessment report can be found in the attachments.

3. Both the secondary and postsecondary Perkins coordinators work closely together to ensure effective collaboration takes place. To have an effective consortium plan, we must work closely together to understand each others needs and the needs of our respective stakeholders. Programs of Study that effectively transition students from secondary to postsecondary require effective coordination and collaboration in a team atmosphere. Perkins coordinators are the catalysts for successful Programs of Study and it is their shared responsibility to inform, educate, and explain Perkins Grant guidelines and requirements to administrators, teachers, and faculty. Perkins coordinators must have informed support and input from all stakeholders to effectively implement their Perkins Plan.

4. At the postsecondary level, budget development takes place as a result of consultation with faculty division chairs and administrators as explained in question #1 above. Some postsecondary funds are transferred to secondary for the benefit of Programs of Study under Goal #1. There is opportunity for additional collaborative budget development between secondary and postsecondary within the consortium. We will continue to work on this as the new secondary coordinator becomes more comfortable in his role and as opportunities for cooperative investment are developed.

5. One example of a collaborative initiative between the consortium and stakeholders is the mobile manufacturing and welding labs spoken of previously in this plan. This plan came about a few years ago when the former Pine to Prairie/Northland Executive Director, Murray Turner, sought to obtain funds for this project. He worked closely with teachers, faculty, and administrators at both the secondary and postsecondary levels to ensure success in this project. He coordinated with NCTC faculty to identify and purchase the proper equipment to introduce students to manufacturing careers. Collaboration with secondary stakeholders was imperative to ensure use of the mobile labs in the high schools. Design of the trailers including sale of advertising involved local businesses and employers as well as administrators. As we progress into the second year of use of these mobile labs, it is imperative that we continue to collaborate to ensure the equipment remains operational and state-of-the-art, as well as ensuring we continue to provide support to teachers who will be using these assets. We plan to continue to provide training and curriculum support to teachers through the Perkins Grant to ensure the continued use of these mobile labs in the high schools.

6. The Pine to Prairie/Northland Consortium strives to promote the guiding principles of CTE in Minnesota:

- Integration of CTE and academic education,
- College and work-readiness skills are the same,
- Every student needs advanced training beyond high school,
- Perkins funding is not an entitlement,
- All spending must be connected with student outcomes,
- We should continue successful CTE programs, and
- CTE must be strategically placed within the broader mission, vision, and goals for education in Minnesota.

We do this through effective coordination and involvement of all stakeholders at both the secondary and postsecondary levels. We use a team approach which begins with a close partnership between secondary and postsecondary coordinators. The Perkins coordinators' success depends upon effective leadership by them to advance the cause of CTE within the consortium. This requires establishing effective relationships among stakeholders and informing them of Perkins requirements as well as desired outcomes. We will only be successful in promoting the CTE guiding principles if we are able to work effectively as a consortium team.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R6 , R8 , P6, P8, P16
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. They will examine data and course and program offerings to establish and maintain Programs of Study that lead to high-demand, high-wage, and high-skill careers. The executive team will provide leadership to promote Minnesota's five local application goals: Designing Programs of Study; Effectively Utilize Employer, Community, and Education Partnerships; Improve Services to Special Populations; Provide a Continuum of Service Provision (CSP) for enabling student transitions; and Sustaining the Consortium Structure of Secondary and Postsecondary Institutions.	
Outcomes	
Consortia leaders will meet as necessary to effectively provide guidance and support to the consortium. Secondary and postsecondary leaders will collaborate to sustain cooperative relationships and to ensure success of the Pine to Prairie Consortium.	
Measures	
Meetings will be documented.	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$8,827.13
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$3,838.95
Secondary Total	\$12,666.08
Total	\$15,166.08
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R6 , R8 , R9 , P6, P8, P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
5.2 Consortium secondary and postsecondary coordinators will work with stakeholders to sustain the Pine to Prairie/Northland consortium. Secondary and postsecondary stakeholders will collaborate to foster positive relationships and will share resources to promote Programs of Study and Continuum of Service Provisions for Career and Technical Education. Secondary and postsecondary consortium coordinators will inform, educate, and advise stakeholders on Carl D. Perkins Grant criteria.	
Outcomes	
Secondary and postsecondary consortium coordinators will provide information and clarification to consortium leadership to ensure understanding of Perkins Grant criteria and of the local Perkins plan. Consortium coordinators will bring stakeholder groups together as necessary to address issues related to the Perkins Grant. Stakeholders at all levels will understand Perkins goals, performance indicators, the local application plan process, and allowable and unallowable uses of funds. Stakeholders will participate and understand their role in the Perkins needs assessment process.	
Measures	
The Annual Performance Report (APR) will reflect the consortium's progress in meeting Perkins Goals. Pine to Prairie/Northland consortium performance indicators will increase compared to the previous year's results.	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$10,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$12,500.00
Secondary Required Activities	\$1,500.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,500.00
Total	\$14,000.00

Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R3
Strategies	
5.3 Pine to Prairie/Northland Consortium leaders will participate in professional development activities to better strengthen and better serve the consortium.	
Outcomes	
Consortium coordinators will be better prepared to lead consortium activities and administer the Perkins Grant within the consortium.	
Attend ACTE Career Tech Vision 2018.	
Attend 2019 National Policy Seminar.	
Attend other professional development opportunities as requested or as needed.	
Measures	
Completion of training will be reported in the APR.	
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 Total	\$4,000.00
Secondary Required Activities	\$3,150.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,150.00
Total	\$7,150.00

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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$70,123.39	\$70,123.39	\$70,115.37	\$0.00	\$0.00	\$39,661.05	\$109,776.42	\$179,899.81

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$13,000.00	\$0.00	\$0.00	\$13,000.00	\$13,250.00	\$0.00	\$0.00	\$3,829.01	\$17,079.01	\$30,079.01

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$163,819.40	\$22,500.00	\$0.00	\$0.00	\$186,319.40	\$10,000.00	\$0.00	\$0.00	\$2,950.00	\$12,950.00	\$199,269.40

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$12,000.00	\$11,000.00	\$0.00	\$0.00	\$23,000.00	\$29,700.00	\$0.00	\$0.00	\$500.00	\$30,200.00	\$53,200.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$9,000.00	\$0.00	\$10,000.00	\$0.00	\$19,000.00	\$13,477.13	\$0.00	\$0.00	\$3,838.95	\$17,316.08	\$36,316.08

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$184,819.40	\$46,500.00	\$10,000.00	\$70,123.39	\$311,442.79	\$136,542.50	\$0.00	\$0.00	\$50,779.01	\$187,321.51	\$498,764.30

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Supplemental Budget	2018-2019 Supplemental Perkins Budget Spreadsheet 5-14-2018.xlsx	79 KB
Supplemental Budget	2018-2019 Supplemental Perkins Budget Spreadsheet 5-14-2018.xlsx	79 KB
Equipment Log	C.P. EQUIPMENT LOG 17-18.docx	31 KB
Equipment Log	C.P. EQUIPMENT LOG 17-18.docx	31 KB
Loaded by Michelle K.	Pine to Prairie-Northland FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	Pine to Prairie-Northland FY18-19 Allocation.xlsx	53 KB
Pine to Prairie-Northland FY18-19 Allocation	PinetoPrairie-NorthlandFY18-19Allocation.xlsx	55 KB
Pine to Prairie-Northland FY18-19 Allocation	PinetoPrairie-NorthlandFY18-19Allocation.xlsx	55 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$6,000.00

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:* 33.0%

Coordinator Budget:* \$25,575.00

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	Upload Position Description
Karl Ohrn	Perkins Postsecondary Coordinator		\$10,000.00	MnSCU AP3 - Academic Perkins Coordinator.pdf
Jennifer Borsvold	Supplemental Support Specialist/Tutor		\$38,279.00	CLA2-BorsvoldJennifer.pdf
Dawn Gallardo	Counselor		\$43,975.00	wg_Gallardo_DawnPD.pdf
Luke Moyer	Supplemental Support Specialist/Tutor		\$32,926.00	CLA2 - Moyer Luke.pdf
Patrick Cox	Supplemental Support Specialist/Tutor (Temp)		\$17,207.00	CLA 2 Temp - Cox Patrick.pdf
Vacant	Supplemental Support Specialist/Tutor		\$38,612.00	CLA2 - To Be Hired.pdf
Don Patterson	Temporary Intermittent Tutor		\$3,191.00	wg_JobDescriptionforIntermittentTutors.pdf
Diane Dahle	Supplemental Support Specialist/Tutor (Permanent)		\$2,810.00	CLA1 - Dahle Diane.pdf
Thomas Leuthner	Director, Pine to Prairie Cooperative Center	333751	\$25,575.00	PINE TO PRAIRIE JOB DESCRIPTION.docx
			\$212,575.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
1S1 ?	Starting in the fall of 2018 the	Coordinator	Beginning in	Perkins	We will discuss	The following	Many of these	The Pine to Prairie consortium

<p>Academic Attainment in Reading/ Language Arts</p>	<p>Perkins coordinator will share the Perkins performance indicators with school leaders at our monthly administrative meetings. The Perkins coordinator will also share the results with CTE teachers at scheduled school visits. Strategies will be discussed on how to improve the test results for the coming school year. Schools that performed well will be asked to share the strategies, and remedial programs that are having a positive impact on their students.</p>	<p>time to meet with district leaders.</p>	<p>the fall of 2018 data will be shared with superintendents and principals at monthly administrative meetings. Strategies for improvement will be discussed.</p>	<p>Coordinator, District administrators and teachers.</p>	<p>progress at our monthly administrative meetings and continue to share strategies. The Perkins coordinator will encourage teachers to incorporate technical reading and writing into their curriculums.</p>	<p>districts did not meet the target: Ada-Borup, Clearbrook-Gonvick, Crookston, East Grand Forks, Fertile-Beltrami, Fosston, Goodridge, Grygla, Mahnomen, Marshall County Central, Norman County East, Norman County West, Red Lake County Central, Red Lake Falls, Roseau, Stephen-Argyle, Tri-County, Warren, and Waubun.</p>	<p>school districts have very small class sizes. In most cases as little as 5 additional students passing can make a dramatic swing in the percentages reported.</p>	<p>is known for "doing what's best for kids". During our monthly administrative meetings districts are constantly sharing ideas and looking for ways to help their students find success. This same spirit of teamwork will help us to find meaningful strategies and remedial programs that produce the desired results for the students served by the consortium.</p>
<p>6S2 ? Nontraditional completion</p>	<p>Starting in the fall of 2018 the Perkins coordinator will share the Perkins performance indicators with school leaders at our monthly administrative meetings. The Perkins coordinator will also share the results with CTE teachers at scheduled school visits. Strategies will be discussed on how to encourage nontraditional students to enroll in the CTE programs that allow the student to become completers in at least one career pathway.</p>	<p>Time for the coordinator to meet with district administrators and teachers.</p>	<p>Beginning in the fall of 2018 data will be shared with superintendents and principals at monthly administrative meetings. Strategies for improvement will be discussed throughout the school year.</p>	<p>Perkins coordinator, district administrators and teachers.</p>	<p>We will discuss progress at our monthly administrative meetings and continue to share strategies. The Perkins coordinator will encourage teachers to discuss nontraditional options to their students throughout the school year.</p>	<p>The following districts did not meet the target: Badger, Bagley, Clearbrook-Gonvick, Climax, East Grand Forks, Fosston, Goodridge, Greenbush, Grygla, Kittson Central, Mahnomen, Marshall County Central, Norman County East, Red Lake County Central, Red Lake Falls, Roseau, Stephen-Argyle, Tri-County, Warroad, and Waubun.</p>	<p>Many of these school districts have very small class sizes. In many cases these small districts are not able to provide a pathway that leads to a student gaining 240 hours or more in an approved CTE course. Many small districts have the philosophy of exposing students to as many different types of CTE experiences as possible.</p>	<p>In looking over the data provided by the school districts that belong to the Pine to Prairie Cooperative Center, I noticed on the reports that several districts are listed as "No Data". I therefore began to question the accuracy of the data provided. In doing some research I learned that there are three computer systems that districts use to enter their data. I've also learned that plans are in place to create and send out tutorial videos to help the individuals charged with entering the data to do so correctly. My main concern is that the data used for the Perkins indicators is not always correct. My hope is by having these discussions we can have safeguards in place to ensure district staff are knowledgeable and confident that the data provided is an accurate account of the work being performed in their district.</p>

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

<p>Improvement Report 1</p>	
<p>Indicator Not Met:*</p>	<p>1S1 ? Academic Attainment in Reading/ Language Arts</p>
<p>Negotiated Performance: *</p>	<p>61.13%</p>
<p>Actual Performance: *</p>	<p>53.08%</p>
<p>General strategies planned to improve performance:</p>	
<p>The first part of the improvement report is to identify schools within the consortium that are low performers and inform the administration and teachers that they are not meeting targets. Low performing schools identified in last year's report include: Ada-Borup, Clearbrook-Gonvick,</p>	

Crookston, East Grand Forks, Fertile-Beltrami, Fosston, Goodridge, Grygla, Mahnomen, Marshall County Central, Norman County East, Norman County West, Red Lake County Central, Red Lake Falls, Roseau, Stephen-Argyle, Tri-County, Warren, 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 EdReady, 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.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:*	1S2 ? Academic Attainment in Math
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Negotiated Performance: *	45.2%
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Actual Performance: *	41.74%
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General strategies planned to improve performance:

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 targets. Low performing schools identified in last year's report include: Ada-Borup, Clearbrook-Gonvick, Crookston, East Grand Forks, Goodridge, Grygla, Mahnomen, Marshall County Central, Norman County East, Red Lake County Central, Red Lake Falls, Roseau, Stephen-Argyle, 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 well on the math assessment. Schools such as Badger, Greenbush, Kittson Central and Lancaster have far exceeded the 45.2 % target. 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.

CTE programs in all schools are encouraged to teach technical math in their particular curriculums such as construction, automotives and manufacturing. A concerted effort will be made to assure that low performing schools are using technical math resources in their classrooms.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:*	2P1 ? Credential, certificate, or degree
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Negotiated Performance: *	60.11%
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Actual Performance: *	59.38%
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General strategies planned to improve performance:

With low employment rates in Northwest Minnesota, many of our students leave the college prior to completing their degrees. In some fields, students are hired away from the college due to the great demand for workers in these fields. This negatively impacts our 2P1 rate. One strategy that the college has implemented is to create "stackable" certificates or diplomas of shorter duration so that students are more likely to complete these programs. Students can use these shorter programs as stepping stones to later completion of an associate in applied science degree.

Northland Community & Technical College now has stackable certificates and/or diplomas in the following CTE programs:

- Architectural Technology
- Automotive Service Technology
- Auto Body Collision Technology
- Construction Plumbing
- Heating, Ventilation, & Air Conditioning
- Fire Technology
- General Agriculture
- Medical Administration
- Digital Marketing
- Welding

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:*	4P1 ? Student placement
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Negotiated Performance: *	70.84%
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Actual Performance: *	65.88%
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General strategies planned to improve performance:

Data show that the latest 4P1 results reasonably fluctuate around an average of 66.48% over the last 5 years of data (2013-2017 reporting years). Results for each year follows:

-2013 68.47%

-2014 63.94%

-2015 69.98%

-2016 64.14%

-2017 65.88%

It is our belief that because the unemployment rate is at such an historically low level, that if we are able to increase our number of completers (2P1), the placement rate will increase proportionally. This is because only completers are included in the 4P1 calculation for placement.

Comments or context for actual performance (optional):

NCTC has some concerns with the data reported for student placement. Practical nursing is our largest CTE program in terms of the number of enrolled students and graduates. Many of these PN graduates are accepted directly into our RN program and therefore do not seek employment after graduation from the practical nursing program. As a result, these PN graduates are included in the denominator, but not the numerator of the 4P1 ratio. We believe this lowers our 4P1 rate artificially, because if these PN graduates had not directly entered the RN program, they would have had a near 100% employment opportunity rate upon graduation. Practical Nursing graduates who continued in NCTC's RN program rather than seek employment for the past 3 years is as follows:

- FY2017; 40 out of 170 (23.5%)
- FY2016; 39 out of 122 (32%)
- FY2015; 53 out of 102 (52%)

In contrast to the 4P1 data, our own in-house placement data show much higher placement rates for all CTE programs. It's difficult to compare our placement data with 4P1 data, because our data is determined annually, whereas 4P1 data covers a 3-year cohort period. The latest NCTC placement data show an overall placement rate of 87% for all CTE programs; data for practical nursing show a 93% placement rate.

In addition, some students leave CTE programs prior to graduation because they can be hired without a degree. Although there is no specific data presented here to support this, this is a frequent occurrence in the construction trades programs. These students, although employed in their fields, are not included in 4P1 calculation because they are not completers.

Improvement Report 5

Indicator Not Met:*	6S1 ? Nontraditional participation
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Negotiated Performance: *	34%
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Actual Performance: *	32.64%
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General strategies planned to improve performance:

Pine to Prairie was very close to meeting the target of nontraditional participation. The strategy will be to continue to discuss nontraditional recruiting techniques with counselors and instructors. Some ideas include: Invite nontraditional guest speakers into the classroom to talk about the profession, attend field trips where nontraditional individuals perform the tours, and assure classroom posters and curriculum are nonbiased.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:*	6S2 ? Nontraditional completion
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Negotiated Performance: *	30.84%
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Actual Performance: *	23.93%
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General strategies planned to improve performance:

The main problem we have with meeting indicator 6S2 nontraditional completion is that in many of our small schools we have introductory CTE courses, but the school schedules and budgets do not allow for advanced level courses. Many of these schools offer introductory CTE courses in a variety of areas that students are encouraged to explore and gain experience in while still in high school. The strategy has been to encourage students to explore a variety of CTE career options.

We do have a number of schools that have the necessary resources to offer sequential CTE courses primarily in the automotive and construction industries. The consortium coordinator will continue to work with teachers and counselors to encourage students to take advanced level courses.

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
Additional Statement of Assurances sent in from Tom L.	20180710124335427.pdf	733 KB
Statement of Assurances with all signatures.	Statement of Assurances -complete.pdf	7.2 MB
This is a partial list; not all superintendent signatures are included in this document.	Statement of Assurances Partial.pdf	4.2 MB

Attachments

Description	File Name	File Size
Student Success Report (Goal#5 Narrative)	6-SS-30Aug17-stdt20173.pdf	236 KB
Student Success Report (Goal#5 Narrative)	6-SS-30Aug17-stdt20173.pdf	236 KB
Tracks actual postsecondary accountability indicator performance over time.	Accountability Indicators Chart.pdf	347 KB
Tracks actual postsecondary accountability indicator performance over time.	Accountability Indicators Chart.pdf	347 KB
Tracks actual postsecondary accountability indicator performance over time and shows whether or not targets were met.	Accountability-red-green.pdf	244 KB
Tracks actual postsecondary accountability indicator performance over time and shows whether or not targets were met.	Accountability-red-green.pdf	244 KB
Job Description. Loading a second time in Word format.	CLA 2 - Borsvold Jennifer.docx	31 KB
Schedule for use of mobile welding and manufacturing labs in consortium high schools for 2017-2018 school year.	Mobile_Labs_Schedule.pdf	186 KB
Schedule for use of mobile welding and manufacturing labs in consortium high schools for 2017-2018 school year.	Mobile_Labs_Schedule.pdf	186 KB
Draft Memorandum of Understanding (MOU) with Workforce Development Area 1.	MOU_Draft_Carl Perkins 10092017.pdf	402 KB
Draft Memorandum of Understanding (MOU) with Workforce Development Area 1.	MOU_Draft_Carl Perkins 10092017.pdf	402 KB
Practical Nursing Program Data Analysis Report	Nursing Practical_FY2017.pdf	90 KB
Practical Nursing Program Data Analysis Report	Nursing Practical_FY2017.pdf	90 KB
Annual Assessment Report Example (Goal #5 narrative).	Physical Therapy.pdf	57 KB
Annual Assessment Report Example (Goal #5 narrative).	Physical Therapy.pdf	57 KB
Explanation of how to establish a "Succeed Through Service" program in a middle or high school (Goal #2, Objective #3).	Succeed Through Service Toolkit.pdf	3.4 MB
Explanation of how to establish a "Succeed Through Service" program in a middle or high school (Goal #2, Objective #3).	Succeed Through Service Toolkit.pdf	3.4 MB
Job Description	wg_CLA2-BorsvoldJennifer.pdf	111 KB

