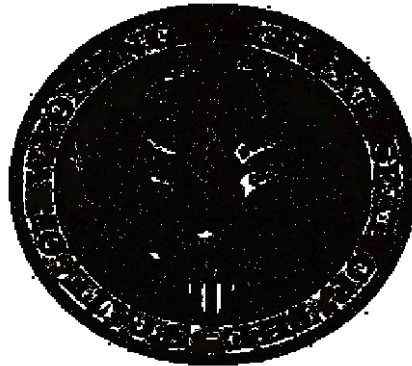


Carl D. Perkins IV

**Career and Technical Education
Act of 2006**



**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

To receive funds under the Carl D. Perkins IV program, each district or college must complete a Five Year Career and Technical Education Plan. This plan is to cover the same five-year period, 2008 -2013 as the State Plan. The plan must be approved and on file at the WDE before Perkins funding to the school district or college will be approved. Once the plan is approved, it will remain approved through June 30, 2013. The plan may be amended as needed. The plan must be submitted to the WDE through the eGrants Management System before June 30, 2008.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

**Wyoming Department of Education
The Carl D. Perkins
Career and Technical Education Act of 2006**

Eligible Recipient:

Postsecondary _____ Northwest College _____

City _____ Powell _____

Street _____ 231 West 6th Street _____

Post Office Box _____

ZIP Code _____ 82435 _____

Person representing the eligible recipient/institution responsible for answering questions on this plan:

Signature: _____ Date: _____

Position: _____ Work-Based Learning Manager _____

Telephone: (307)754-6061 (w) 272-4214 (c) _____

E-Mail: kay.dooley@northwestcollege.edu _____

Signature of Superintendent or President: _____

Return a signed copy of this page to:

Joe Baker
Educational Consultant
Wyoming Department of Education
Hathaway Building 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and the Americans with Disabilities Act may be referred to the Wyoming Department of Education, Office for Civil Rights Coordinator, 2nd floor, Hathaway Building, Cheyenne, Wyoming 82002 0050 or (307) 777-3544, or the Office for Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or (303) 844-5695 or TDD (303) 844-3417. This publication will be provided in an alternative format upon request.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

TABLE OF CONTENTS

An Azimuth for Career and Technical Education in Wyoming

Local Plan for Career and Technical Education Programs

- Part (1) Programs of Study
- Part (2) Required Career and Technical Education Programs
 - Required Uses of Funds
 - Permissible Uses of Funds
- Part (3) Meeting State and local adjusted levels of performance.
- Part 4) Comprehensive Professional Development Program for Career and Technical Education
- Part (5) Involvement of Interested Individuals
- Part (6) Size, Scope and Quality of Program
- Part (7) Evaluate and improvement
- Part (8) Special Populations Activities
- Part (9) Non-Traditional Students
- Part (10) Career Guidance and Academic Counseling

An Azimuth for Career and Technical Education in Wyoming

(Taken from the Wyoming Carl D. Perkins IV Five Year Plan)

What is Career Technical Education and where does it fit into a public education system in which the current focus is academic achievement and preparation for postsecondary education?

We work hard to achieve a goal for all Wyoming's students to have a rewarding life of fulfillment and engagement in a social and political democracy. The decisions made today will have an impact on the life of our students. We believe every child has a unique set of talents which include strengths and weaknesses. We believe this translates into a vocation—sometimes hidden, sometimes known, and always evolving throughout life. We believe it is the obligation of public education to implement systems focused upon helping each student discover, explore and pursue his or her vocation—that set of interests, disinterests, strengths, weaknesses, likes and dislikes. We also believe these translate into career clusters or pathways, but rarely will they translate into one job or one career throughout life.

Through the implementation of the Carl D. Perkins Career Technical Education Act of 2006, the Wyoming Department of Education will lead the change as we, a state working together, provide a new model and direction for Career Technical Education in Wyoming. In order to make this system of Career Technical Education a reality, the following components are needed, briefly discussed and more fully addressed within this plan:

- Integration of academic and career learning
- Linkages among secondary and postsecondary education
- Career exploration and counseling
- Implementation of the Wyoming Career Clusters

Integration of Academic and Career Learning - Over the past century, “vocational education has been heavily influenced by federal legislation. The initial Smith-Hughes Act emphasized separatism from the classic curriculum and called for a new one that would better meet the needs of the children of the working class who, for the first time were attending high school but were not headed for the professions. Thus, early vocational programs were grounded in the need to prepare more blue-collar type students for the nation’s farms, factories and homes.” [Lynch, 2000]. Vocational education was something that those kids were sent to- the ones not suited for academic life. This must change. Once distinct from one another, academic education and vocational education are now in each other’s domain. The new model must be one of “academic and vocational” integration.

Linkages Among Secondary and Postsecondary Education - Secondary and postsecondary schools must cooperate to implement programs of study that eliminate redundancy and have coherent linkages in order for students to make wise choices. For a seamless system from secondary through postsecondary and to the workforce to be effective, a common language must be adopted. The sixteen Career Clusters promoted by the U.S. Department of Education and the National Association of State Directors of Career Technical Education provide such a common framework. A

collective effort is necessary to ensure that students at each level gain the requisite self-knowledge, academic preparation, technical knowledge and workplace skills to transition through life. We must provide a system through which students move seamlessly from secondary education, postsecondary education and into the workforce and life with continued self-directed learning.

Career Exploration and Counseling - The model must also engage each student in a rational, thoughtful process that begins with career exploration and continues throughout life. Career counseling is a critical aspect of this model. Students, in consultation with teachers, school staff, professional career counselors, community representatives and parents, need to make logical, fact-based decisions based on their personal interests, talents and aptitudes. Next, they must make curricular choices that lead to actualization of these decisions. Once again, the career clusters provide a framework for this work. We must provide individuals at all levels the requisite knowledge and skills to transition successfully to the next level and eliminate unnecessary duplication of efforts between secondary and postsecondary education. We must evolve career counseling into a system that begins in early secondary schooling and continues throughout life.

Implementation of the Wyoming Career Clusters - Each aspect of this model is dependent upon implementation of the Wyoming Career Cluster program. This program is the backbone of the model and will continue to be the framework through which Career Technical Education initiatives are developed and delivered.

[Lynch, High School Career and Technical Education for the First Decade of the 21st Century, JVER2000]

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Local Plan for Career and Technical Education Programs.

Local Plan Required-Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan.(Sec. 134)

Perkins IV Section 134 (b)

The requirements for the Perkins IV Five-Year Local Plan are set forth in Section 134 (b) of the law itself. Section 134 (b) is reprinted below (in italics) in its entirety. WDE developed this Carl D. Perkins Career and Technical Education Improvement Act of 2006 Five-Year Local Plan Package to meet the requirements set forth in the law.

Section 134 (b) states:

- (1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;*
- (2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;*
- (3) describe how the eligible recipient will—(A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A); (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in—*
 - (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and*
 - (ii) career and technical education subjects;**(C) provide students with strong experience in, and understanding of, all aspects of an industry;*
- (D) 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; and*
- (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);*
- (4) describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);*

(5) describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors,

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Perkins IV Section 134 (b)(cont.)

representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

(6) provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs;

(7) describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

(8) describe how the eligible recipient will—

(A) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

(B) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

(C) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

(9) describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

(10) describe how funds will be used to promote preparation for non-traditional fields;

(11) describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities; and

(12) describe efforts to improve—

(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

(B) the transition to teaching from business and industry.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Programs of Study

Wyoming has adopted sixteen Career Clusters as defined by the National Association of State Directors of Career Technical Education and the United States Department of Education. Thus, the following Career Clusters are the Career Technical Education Programs of Study for Wyoming:

Agriculture, Food and Natural Resources; Architecture and Construction; Business Management and Administration; Health Science; Hospitality and Tourism; Human Services; Information Technology; Manufacturing; Marketing, Sales and Service; Transportation, Distribution and Logistics; Arts, AV Technology and Communication; Government and Public Administration; Law, Public Safety and Security; Education and Training; Science, Technology, Engineering and Mathematics; Finance.

Part 1 Programs of Study

Describe how the college will offer the appropriate courses of not less than 1 of the career and technical programs of study.

Sec. 122(c)(1)(A)

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources	Agriculture, Foods & Natural Resources
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Architecture and Construction	Architecture and Construction	Architecture and Construction	Architecture and Construction	Architecture and Construction
For each year list the pathway for which your institution will offer certification or a degree.	Welding	Welding	Drafting	Drafting	Drafting

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Arts, A/V Technology and Communications	A/V Technology and Communications	A/V Technology and Communications	A/V Technology and Communications	A/V Technology and Communications
For each year list the pathway for which your institution will offer certification or a degree.	Broadcasting Photo	Broadcasting	Broadcasting		

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Business, Management and Administration	Business, Management and Administration	Business, Management and Administration	Business, Management and Administration	Business, Management and Administration
For each year list the pathway for which your institution will offer certification or a degree.	Entrepreneurship	Entrepreneurship	Entrepreneurship	Business	Business

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Education and Training	Education and Training	Education and Training	Education and Training	Education and Training
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Finance	Finance	Finance	Finance	Finance
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Government and Public Administration	Government and Public Administration	Government and Public Administration	Government and Public Administration	Government and Public Administration
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

POSTSECONDARY LOCAL FIVE YEAR PLAN

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Health Science	Health Science	Health Science	Health Science	Health Science
For each year list the pathway for which your institution will offer certification or a degree.			CNA	CNA	CNA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism	Hospitality and Tourism
For each year list the pathway for which your institution will offer certification or a degree.	Travel & Tourism	Travel & Tourism	Travel & Tourism		

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Human Services	Human Services	Human Services	Human Services	Human Services
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Information Technology	Information Technology	Information Technology	Information Technology	Information Technology
For each year list the pathway for which your institution will offer certification or a degree.	IT	IT	IT		

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security	Law, Public Safety, Corrections and Security
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

POSTSECONDARY LOCAL FIVE YEAR PLAN

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Manufacturing
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Marketing, Sales, and Service	Marketing, Sales, and Service	Marketing, Sales, and Service	Marketing, Sales, and Service	Marketing, Sales, and Service
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics	Science, Technology, Engineering and Mathematics
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

Directions: List only those programs that will be funded with Perkins IV dollars each year. A program of study may be supported for only three years before it must be modified substantially or the funds used to develop and support new programs.

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Program(s) of Study	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics	Transportation, Distribution and Logistics
For each year list the pathway for which your institution will offer certification or a degree.	NA	NA	NA	NA	NA

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 2 Required Career and Technical Education Programs

Describe how the career and technical education programs required under section 135(b), required and permissive uses of funds, will be carried out with funds received under Perkins IV.

Directions: This information is provided for planning purposes only. The required uses are to be completed on each yearly application.

Note: Basic grant funds are divided into two categories: (1) mandatory(required) uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local education agencies may use other funding sources to meet the requirement but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.

Required Use of Funds

- 1) Strengthen the academic and career and technical skills of students participating in career technical education (CTE) programs through the integration of academics with CTE programs.
- 2) Link CTE at the secondary level and the postsecondary level, including by offering the relevant elements of not less than one program of study.
- 3) Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences.
- 4) Develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.
- 5) Provide in-service and pre-service professional development programs to teachers, faculty, and administrators, and career guidance and academic counselors who are involved in integrated CTE programs, on topics including effective integration of academics and CTE, effective teaching skills based on research, effective practices to improve parental and community involvement, effective use of scientifically based research and data to improve instruction. Professional development should also ensure that teachers and personnel stay current with all aspects of an industry involve internship programs that provide relevant business experience, and train teachers in the effective use and application of technology.
- 6) Develop and implement evaluations of the CTE programs carried out with Perkins funds, including an assessment of how the needs of special populations are being met.
- 7) Initiate, improve, expand and modernize quality CTE programs, including relevant technology.
- 8) Provide services and activities that are of sufficient size, scope and quality to be effective.
- 9) Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 2 Required Career and Technical Education Programs

Describe how the career and technical education programs required under section 135(b), required and permissive uses of funds, will be carried out with funds received under Perkins IV.

Directions: Directions: This information is provided for planning purposes only. The required uses are to be completed on each yearly application.

Note: Basic grant funds are divided into two categories: (1) mandatory(required) uses of funds and (2) permissive uses of funds. Local education agencies and postsecondary institutions must meet the mandatory requirements before they can spend Basic Grant funds on the permissive activities. Local education agencies may use other funding sources to meet the requirement but they must have documentation sufficient to demonstrate that the requirements have been met before they can use Basic Grant funds on permissive activities.

Permissible Use of Funds

- 1) Involving parents, businesses and labor organizations, in the design, implementation and evaluation of CTE programs.
- 2) Providing career guidance and academic counseling, which may include information described in Section 118, for students participating in CTE programs, that improve graduation rates and provides information on postsecondary and career options, and provides assistance for postsecondary students and adults.
- 3) Local education and business partnerships, including for work-related experience for students, adjunct faculty arrangements for qualified industry professionals and industry experience for teachers and faculty.
- 4) Providing programs for special populations.
- 5) Assisting career and technical student organizations
- 6) Mentoring and support services.
- 7) Leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement.
- 8) Teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry.
- 9) Developing and expanding postsecondary program offerings at times and in formats that are accessible for all students, including through the use of distance education.
- 10) Developing initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including articulation agreements, dual enrollment programs, academic and financial aid counseling and other initiatives to overcome barriers and encourage enrollment and completion.
- 11) Providing activities to support entrepreneurship education and training.
- 12) Improving or developing new CTE courses, including the development of programs of study for consideration by the state and courses that prepare individuals academically and technically for high-skill, high-wage or high-demand occupations and dual or concurrent enrollment opportunities.
- 13) Developing and supporting small, personalized career themed learning communities.
- 14) Providing support for family and consumer sciences programs.
- 15) Providing assistance to individuals who have participated in services and activities under this Act in

continuing their education or training or finding an appropriate job.
16) Supporting training and activities (such as mentoring and outreach) in nontraditional fields.
17) Providing support for training programs in automotive technologies.
18) Pooling a portion of such funds with a portion of funds available to other recipients for innovative initiatives.
19) Supporting other CTE activities consistent with the purpose of the Act.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 3 Meeting State and local adjusted levels of performance.

Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance. (Section 113)

Directions: Performance levels will be negotiated each year using yearly data. Each local program must agree to accept the state adjusted levels of performance or negotiate their own unique levels of performance for the appropriate set of core indicators.(Section 113(b)(4).

Northwest College Career and Technical Education faculty is engaged in the assessment Development Committees for Construction, Manufacturing and Agriculture.

We plan to accept the negotiated levels of performance in year one and will evaluate the results and collaborate with the other Postsecondary institutions to determine if it we will continue to accept the state adjusted levels or negotiate our own unique levels of performance for the core indicators.

We are considering bring in a consultant to help faculty better understand the value in using data from core indicators to measure student performance and evaluate programs.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 4: Comprehensive Professional Development Program for Career and Technical Education.

Describe how the college will ensure that professional development funded with Perkins IV funds during the period covered by the Perkins IV Five-Year Local Plan will be high quality, sustainable, intensive, and focused in order to have a positive and lasting impact on instruction and learning. Section 134(b)(4), Section 135(b)(5)

Directions: Provide a narrative describing anticipated program(s) of professional development for the next five years. The yearly application will require more specificity on the professional development to support the program(s) identified for that year. Professional development must be high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teachers performance in the classroom, and are not one-day or short-term workshops or conferences.

Northwest College subscribes to several venues for Professional Development.

We recognize the need, especially in CTE areas, for faculty to participate in industry conferences type of PD keeps faculty abreast of trends in their specific areas and allows them to make programs changes to meet the needs of the industry. Another benefit of this type of PD is that it allows faculty to develop networks and partnerships with industry leaders.

We have seen huge benefits from sending teams of faculty to CTE conferences such as **ACTE, NCPN, and CEIA**. We plan to continue sending teams of 3-5 CTE and Academic faculty to these conference. We have commitments from several of our service district high schools to have their faculty / staff coordinate travel to these conferences. We are looking at adding an Entrepreneurship component to our CTE programs and will send faculty/staff to training and PD.

To advance concurrent enrollment opportunities we plan to send small team of faculty/staff to the National Alliance of Concurrent Enrollment Partnerships each year over the next 5 years. Faculty from different areas will be sent each year. We also have commitments from service district high schools join us on this PD.

We are working diligently to improve our Developmental programs as we have many students coming to college not prepared for college level course work. We sent an initial group to the National Association for Developmental Education last year they have continued to meet and we will send additional faculty over the next 5 years, new attendees will join the campus group each year.

On order to save costs we have committed to bring nationally recognized speakers and programs on campus for campus wide PD. We plan to continue with On-Course workshops and will add a Integration implementation series of workshops from Relevant Classroom.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 5 Involvement of Interested Individuals

Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

Directions: Provide a narrative describing how the college anticipates it will provide for involvement of interested individuals during the next five years. The yearly application will require more specificity. (Suggestions would include, but not be limited to, the use of advisory groups, public forums, and surveys.)

We will continue to have individual Advisory Committees and an overarching Advisory Committee that meet twice yearly.

We will invite interested individuals (beyond NWC faculty & staff) to participate in Professional Development as deemed appropriate.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 6 Size, Scope and Quality of Program

Describe how the college will ensure that all programs, activities and services assisted with Perkins IV funds are of the size, scope and quality necessary to improve the career and technical education programs of the district. Sec. 134(b)(6)

Directions: Provide a narrative of the size, scope and quality of the colleges' career and technical program for the next five years.

During the 2008/2009 school year the Academic Advisory Committee at NWC will form a subcommittee that will define a baseline criterion for adequate **size, scope and quality** of CTE programs. We will forward our proposal to the both the Wyoming Community College Commission and the Wyoming Department of Education for input.

The criterion will be used in subsequent years to evaluate CTE programs for improvement of career and technical education. This will also be a tool we can use as evidence that a program need to take a new direction or some cases be discontinued.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 7 Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient. Sec. 134(b)(7)

Directions: Provide a narrative of the anticipated process that will be used to evaluate and improve performance.

Northwest College CTE programs will participate in CTE assessments as determined by WDE. Each program along with the Academic Advisory Council will review the results of the assessments and use the data to improve student performance and program success.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 8 Special Populations Activities

What activities are being done or will be done to ensure that students in special populations groups (consistent with the student's IEPs, when applicable) that will prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency. Sec. 134(b)(8)

Directions: Provide a narrative of the colleges' anticipated activities for Special Populations for the next five years. The yearly application will require more specificity. (*Special populations means – individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to education achievement, including individuals with limited English proficiency.*)

Northwest College has a comprehensive tutoring program for students in special populations. Both faculty and peer tutors are available to students. We have recently implemented a computerized program for students to schedule tutoring that interfaces with DATATEL that will allow us to track students progress in subsequent course work after tutoring.

We have a special single parent program and also have a trio grant that focuses on special populations. ELS classes are offered through NWC's ABE program and there are special English courses for our International students.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 9 Non-Traditional Students

Describe how funds will be used to promote preparation for non-traditional fields. Sec. 134 (b)(10)

Directions: Provide a narrative of how the college anticipates preparing non-traditional students during the next five years. More specificity will be required on the yearly application. (*Nontraditional fields means occupations of fields of work, including careers in computer science, technology, and other emerging high-skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work*).

Northwest College plans to offer 4, 5 hundred dollar scholarships in the 2008/2009 academic year. After evaluation of the success of the program we will define a method to offer Non-Traditional Scholarships to both Freshman and Sophomore students.

**POSTSECONDARY
LOCAL FIVE YEAR PLAN**

Part 10: Career Guidance and Academic Counseling

Describe how the college will provide career guidance and academic counseling to students enrolled in career and technical education. Sec. 134 (b)(11)

Directions: Provide a narrative of how the college anticipates providing career guidance and academic counseling to students enrolled in career and technical education during the next five years. Specificity will be required on the yearly application.

Northwest College has a comprehensive Academic Advising program. CTE faculty build career guidance into their programs to assure that students have a clear understanding of the industry and the various careers that they will be able to pursue when they graduate. Each program also has a component on resumes, job search and portfolio as appropriate.

We will continue these programs and plan to begin revise a newly developed Careers Course and purchase the Kuder system for NWC and our service area High Schools. We are also partnering internally to provide workshops in the spring semester to help our graduates prepare for their job search.