

2019

Accreditation Self-Assessment District V-10



Creating Success
in Education, the Workplace and Life.

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GLOSSARY OF TERMS AND ABBREVIATIONS

%- Percent

ABM – Agriculture Business Management

ACD – Adult Career Development

ACTE – Association for Career and Technical Education

ADA – American with Disability Act

AC – Advisory Committee

ADPC – Automated Accounting program for Public Schools and Career Centers

AED – Automated External Defibrillator

ASE – Automotive Service Excellence

BBP – Blood-borne Pathogens

BIS – Business & Industry Services

BM – Business Manager

BOE – Board of Education

BPA – Business Professionals of America

BPTW – Best Places to Work

CC – Career Center

CDL – Commercial Driver License

CEO – Chief Executive Officer

CLEP – Comprehensive Local Education Plan

CMA – Certified Medication Aid

CMP – Communications and Marketing Plan

CNA – Certified Nursing Assistant

COD – Common Origination and Disbursement

CP – Career Plan

CPR - Cardio Pulmonary Resuscitation

CTE – Career and Technical Education

CTIMS –CareerTech Information Management System

CTSO – Career and Technical Student Organizations

DOL – Oklahoma Department of Labor

DRS – Department of Rehabilitative Services

EAP – Educational Assistance Program

EBC – Executive Business Council

EDD – Economic Development Director

EOE – Equal Opportunity Employer

EPA – Environmental Protection Agency

FA – Financial Aid

FAD – Financial Aid Director

FAO – Financial Aid Officer

FAQ – Frequently Asked Questions

FASFA – Free Application for Federal Student Aid

FCCLA – Family, Career and Community Leaders of America

FDA – U.S. Food and Drug Administration

FEMA – Federal Emergency Management Agency

FERPA – Family Education Right and Privacy Act

FF - Firefighter

FLSA – Fair Labor Standards Act

FSA – Farm Service Agency

FT – Full-Time Career Programs

FTE – Full-Time Enrollment

FWCDC – Freedom West Community Development Corporation

FY – Fiscal Year

GED – Graduation Equivalent Diploma

HCC – Health Careers Certification

HIPAA - Health Insurance Portability and Accountability Act

HOPE - Project HOPE (Helping Others Pursue Employment)

HOSA – Health Occupation Students of America

HPTC – High Plains Technology Center

HR – Human Resources

ICAP – Individualized Career Plans

IEP – Individualized Education Plan

IETV – Interactive Educational Television

IF – Innovation Form

ISP – Individual Strategic Plan

IT – Information Technology

KPM – Key Performance Measures

LED – Light Emitting Diode

LEPC – Local Emergency Planning Committee

LMS – Learning Management System

LSI – Learning Styles Inventory

LT – Leadership Team

MAGB – MAGB Transportation, Inc. (Major, Alfalfa, Grant and Blaine)

MASH – Medical Adventures in Science and Health

MD – Marketing Director

MTD – Maintenance Director

MIPS – Mass Immunization Prophylaxis Strategy

MOU – Memorandum of Understanding

MS - Microsoft™

NATEF – National Automotive Technicians Education Foundation

NCCER – National Center for Construction Education & Research

NCRC – National Career Readiness Certificates

NFPA – National Fire Protection Association

NIMS – National Incident Management System

NOC – Northern Oklahoma College

NTHS – National Technical Honor Society

NwOA – Northwest Oklahoma Alliance

NWOSU – Northwestern Oklahoma State University

NWTC – Alva & Fairview campuses – Northwest Technology Center

OATC – Oklahoma Association of Technology Centers

OBN – Oklahoma Board of Nursing

OCAS – Oklahoma Cost Accounting System

OCG – Oklahoma Career Guide

ODC – Oklahoma Department of Commerce

ODCTE – Oklahoma Department of Career and Technology Education

ODL – Oklahoma Department of Labor

OEIP – Oklahoma Education and Industry Partnership

OESC – Oklahoma Employment Security Commission

OFI's – Opportunities for Improvement

OJT – On the Job Training

OkACTE – Oklahoma Association of Career and Technology Education

OKDHS – Oklahoma Department of Human Services

OSAG – Oklahoma School Assurance Group

OSDE – Oklahoma State Department of Education

OSHA – Occupational Safety and Health Administration

OSIG – Oklahoma School Insurance Group

OSSBA – Oklahoma Secondary School Board Association

OSU-IT – Oklahoma State University Institute of Technology

OTA – Occupational Therapy Assistant

PD – Professional Development

PLC – Programmable Logic Controllers

PLTW – Project Lead the Way

PN – Practical Nursing

PO – Purchase Order

POD – Point of Dispensing

POW – Program of Work

PP – Policy(ies) and Procedures

PPE – Personal Protective Equipment

PPP – Program Proposal Process

PTA – Physical Therapy Assistant

RAO – Regional Accreditation Officer

SDS – Safety Data Sheets

SkillsUSA – Industry Trade Groups

SLC – Superintendent’s Leadership Class

SLT – Senior Leadership Team

SME – Subject Matter Expert

SP – Strategic Plan

SPIE – Study, Plan, Implement, and Evaluation Improvement Instrument

SPP – Strategic Planning Process

STEM - Science, Technology, Engineering and Mathematics

SWE – Supervised Work Experience

TANF – Temporary Assistance for Needy Families

TAS – Teacher Appraisal System

TFS – Tools for Schools

TIP – Training for Industry Program

USDA – U.S. Department of Agriculture

USDE – U.S. Department of Education

VA – Veteran Affairs

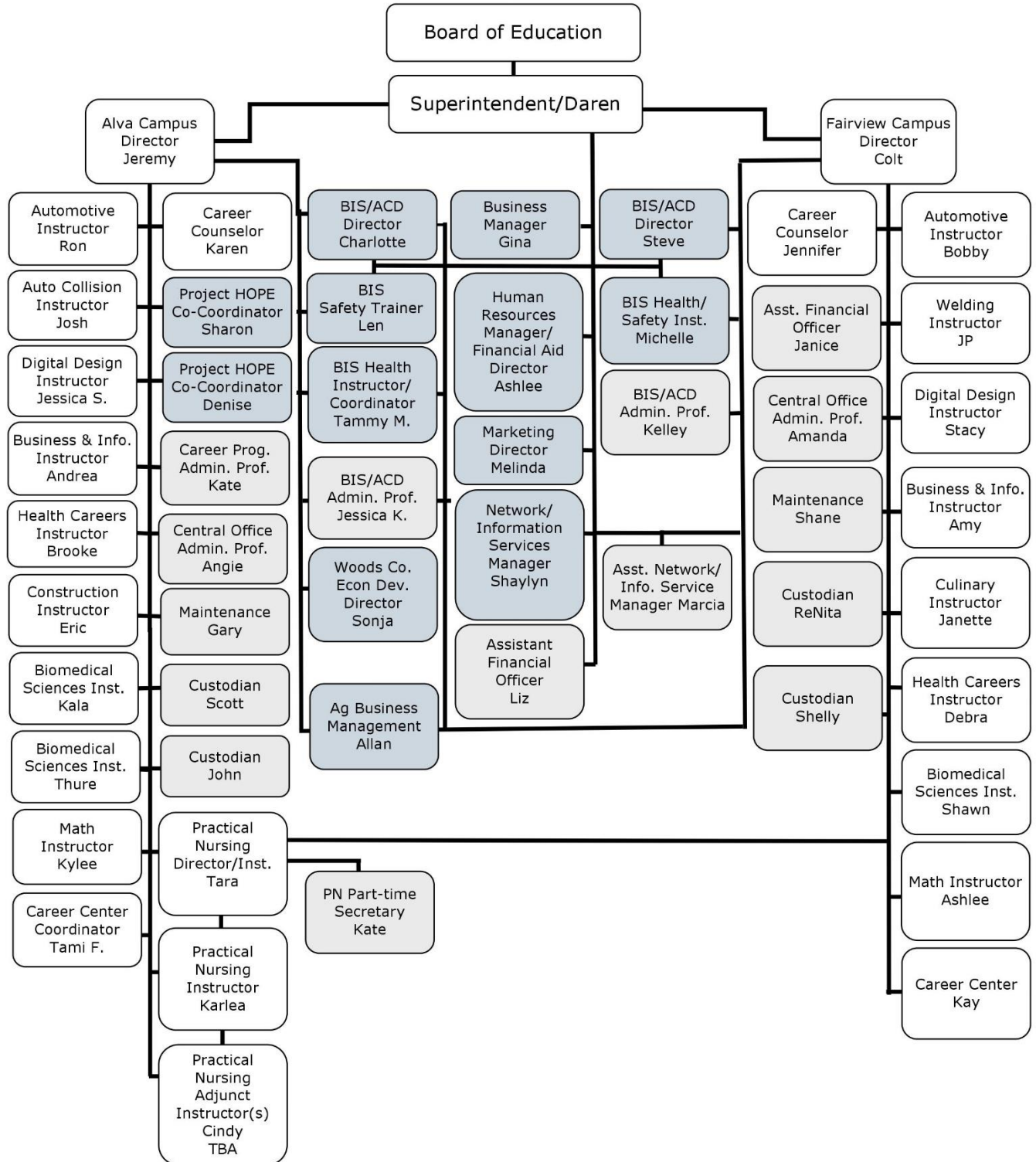


VR – Vocational Rehabilitation

WCEDC – Woods County Economic Development Committee

WIOA – Workforce Innovation and Opportunity Act

Northwest Technology Center Organizational Chart FY 2018-2019



First Name	Last Name	Position	Campus	Phone Number	Ext.
Josh	Anderson	Collision Repair Instructor	Alva	580.327.0344	2027
Melinda	Barton	Director of Communications and Marketing	Alva and Fairview	580.327.0344	2032
Liz	Bittle	Assistant Financial Officer	Alva	580.327.0344	2046
Jeanette	Blevins	Culinary Instructor	Fairview	580.227.3708	1017
Marcia	Briant	Assistant Network/Information Services Manager	Fairview	580.227.3708	1022
Kelley	Burggraf	BIS/ACD Administrative Professional	Fairview	580.227.3708	1022
Debra	Button	Health Careers Certification Instructor	Fairview	580.227.3708	1010
Sharon	Corder	Project Hope Co-Coordinator	Alva and Fairview	580.327.0375	2043
Shawn	Cusack	Biomedical Sciences Instructor	Fairview	580.227.3708	1023
Angie	Flynt	Central Office Administrative Professional	Alva	580.327.0344	2015
Jeremy	Eaton	Assistant Superintendent	Alva	580.327.0344	2020
Tami	Frascht	Career Center Coordinator	Alva	580.327.0344	2022
Shane	Glover	Maintenance Personnel	Fairview	580.227.3708	1020
Braylyn	Graybill	Night Registrar	Alva	580.327.0344	2054
Charlotte	Hadwiger	BIS/ACD Director	Alva	580.327.0344	2010
Len	Haight	Safety Trainer	Alva and Fairview	580.327.0344	2060
Janice	Harder	Assistant Financial Officer	Fairview	580.227.3708	1018
Dr. Brenna	Heaton	Biomedical Instructor	Alva	580.327.0344	2039
ReNita	Huebert	Custodian	Fairview	580.227.3708	1015
Karlea	Irvin	Practical Nursing Instructor	Alva and Fairview	580.327.0344	2080
Gina	Kendrick	Business Manager	Alva and Fairview	580.327.0344	2016

First Name	Last Name	Position	Campus	Phone Number	Ext.
Steve	Kliwer	BIS/ACD Director	Fairview	580.227.3708	1012
Kay	Koehn	Career Center Coordinator	Fairview	580.227.3708	1006
Karen	Koehn	Career Counselor	Alva	580.327.0344	2018
Jessica	Kriegh	BIS/ACD Administrative Professional	Alva	580.327.0344	2044
Stacy	Lee	Digital Design Instructor	Fairview	580.227.3708	1016
Andrea	Long	Computer and Business Technology Instructor	Alva	580.327.0344	2021
Amy	McClure	Computer and Business Technology/Digital Design Instructor	Fairview	580.227.3708	1013
John	McGinnis	Custodian	Alva	580.327.0344	2007
Abbie	McKenzie	Night Registrar	Alva	580.327.0344	2054
Michelle	McMurphy	BIS Health/Safety Instructor	Fairview	580.227.3708	1026
Brooke	Meyer	Health Careers Certification Instructor	Alva	580.327.0344	2025
Kala	Mead	Biomedical Instructor	Alva	580.327.0344	2033
Gary	Murrow	Maintenance	Alva	580.327.0344	2048
Tammy	Mustard	BIS Health Trainer	Alva	580.327.0344	2059
Kate	Nickel	Career Programs Administrative Professional	Alva	580.327.0344	2012
Shelly	Nightengale	Custodian	Fairview	580.227.3708	
JP	Parker	Welding Technology Instructor	Fairview	580.227.3708	1009
Kylee	Pfleider	Math Instructor	Alva	580.327.0344	2030
Allan	Poe	Ag Business Management	Alva and Fairview	580.327.0344	2019
Ron	Rader	Automotive Technology Instructor	Alva	580.327.0344	2028
Amanda	Robinson	Central Office Administrative Professional	Fairview	580.227.3708	1021
Jessica	Schanbacher	Digital Design Instructor	Alva	580.327.0344	2023

First Name	Last Name	Position	Campus	Phone Number	Ext.
Colt	Shaw	Assistant Superintendent	Fairview	580.227.3708	1000
Jennifer	Shaw	Career Counselor	Fairview	580.227.3708	1011
Scott	Sibley	Custodian	Alva	580.327.0344	2049
Eric	Sheik	Construction Trades Instructor	Alva	580.327.0344	2029
Daren	Slater	Superintendent	Alva and Fairview	580.327.0344	1004 & 2013
Ashlee	Smart	Math Instructor	Fairview	580.227.3708	1027
Ashlee	Sneary	Human Resources Manager/Financial Aid Director	Alva and Fairview	580.327.0344	1036 & 2036
Tara	Thomas	LPN Director/Instructor	Alva and Fairview	580.327.0344	1081 & 2081
Thure	Tolson	Biomedical Instructor	Alva	580.327.0344	2039
Brenda	Waggoner	Assistant Financial Officer	Fairview	580.227.3708	1018
Bobby	Watson	Auto Technology Instructor	Fairview	580.227.3708	1007
Shaylyn	Weder	Network/Information Services Manager	Alva and Fairview	580.327.0344	2045
Denise	Whitehead	Project HOPE Co-Coordinator	High Plains - Woodward	580.571.6187	
Sonja	Williams	Economic Development Director	Alva	580.327.2150	2037



FY18 Instruction and Training Offering	Campus	Type of Offering (Full-Time, ACD, BIS, ABM)	Delivery mechanism (on-campus, online, on-campus)
10 Hr General Industry OSHA Training	Alva	BIS	on-campus, on-site
15 Passenger Van Safety Training	Alva	ACD/BIS	on-campus
30 Hour OSHA General Industry	Alva	BIS	on-campus, on-site
77 Ideas for Better Photos	Alva	ACD	on-campus
8-Hour Hazwoper Refresher Training	Alva	BIS	on-campus, on-site
AAA Driver Improvement Program	Alva	ACD/BIS	on-campus, on-site
ABE GED Classes	Alva	ACD	on-campus
ACD Instructor Orientation	Alva	ACD	on-campus
ACT Open Ed ASPIRE	Alva	BIS	on-campus
ACT Prep Course	Alva	ACD	on-campus
Advanced Certified Med Aide-Glucose Monitoring & Insulin Admin	Alva	BIS	on-campus
Advanced Certified Med Aide-Respiratory & Gastric	Alva	BIS	on-campus
Advanced EMT, Emergency Medical Technician	Alva	ACD/BIS	on-campus
AED Training	Alva	ACD/BIS	on-campus, on-site
Aerial Lift Safety Certification	Alva	BIS	on-campus
AHA BLS Healthcare Provider CPR	Alva	ACD/BIS	on-campus, on-site
AHA BLS Instructor Training	Alva	ACD/BIS	on-campus
AHA HeartCode BLS	Alva	ACD/BIS	on-campus
AHA Heartsaver CPR AED Child Infant	Alva	ACD/BIS	on-campus, on-site
AHA Heartsaver CPR FirstAid & AED Child & Infant	Alva	ACD/BIS	on-campus, on-site
AHA Heartsaver CPR for K-12 Schools	Alva	ACD/BIS	on-campus, on-site
Antenna Tower Climbing Rescue	Alva	BIS	on-campus, on-site
ARC LifeGuard Certification Course	Alva	ACD/BIS	on-site
ARCLifeguardRe-CertificationCourse	Alva	ACD/BIS	on-site
Aromatherpy & The Raindrop Technique (Hands-on) CEU's	Alva	ACD	on-campus
Audiometric Re-Testing	Alva	BIS	on-campus
Audiometric Testing	Alva	BIS	on-campus
Back Safety	Alva	BIS	on-campus, on-site
BackSafety/Ergonomics	Alva	BIS	on-campus, on-site
Backyard Poultry Seminar	Alva	ABM	on-campus
Basic CPR FA Awareness	Alva	BIS	on-campus, on-site
Basic Hand Gun	Alva	ACD	on-campus
Beginners Golf	Alva	ACD	on-site
Behavioral Management Autism	Alva	BIS	on-campus
Bloodborne Pathogens	Alva	BIS	on-campus, on-site
Bloodborne Pathogens And Hazcom	Alva	BIS	on-campus, on-site
BNSF-Emergency Response & Hazardous Materials Awareness Training	Alva	BIS	on-campus
Bug & Snake Bite Safety	Alva	BIS	on-campus, on-site
Cake Decorating/Creative Cupcakes	Alva	ACD	on-campus
Camp Counselor Training	Alva	ACD	on-campus
Carbon Monoxide Smoke Alarm Safety	Alva	BIS	on-campus, on-site
CDL Permit Prep	Alva	ACD/BIS	on-campus, on-site



Certified Medication Aide Training	Alva	BIS	on-campus
Certified Nurse Aide Training	Alva	ACD/BIS	on-campus
Challenging Behaviors	Alva	BIS	on-campus
CMA/CEU	Alva	BIS	on-campus
Cold Stress	Alva	BIS	on-campus, on-site
Commercial Driver's Licence (CDL)	Alva	ACD/BIS	on-campus, on-site
Compressed Air Safety	Alva	BIS	on-campus, on-site
Construction Trades	Alva	FT	on-campus
CPR Abdominal Thrusts Update	Alva	BIS	on-campus, on-site
CPR/FA, BBP & Diabetes Awareness	Alva	BIS	on-campus, on-site
Crane Certification Training	Alva	ACD/BIS	on-campus, on-site
Crisis Prevention Institute Training	Alva	BIS	on-campus
Crop Management	Alva	ABM	on-campus
Customer Service Training	Alva	BIS	on-campus, on-site
Dealing with Difficult People	Alva	ACD/BIS	on-campus, on-site
Defensive Driving	Alva	BIS	on-campus, on-site
Defensive Hand Gun	Alva	ACD	on-campus
DHS Home Daycare Licensing	Alva	BIS	on-campus
Dining Etiquette	Alva	ACD	on-campus, on-site
Distressed Furniture	Alva	ACD	on-campus
DOT Hazardous Materials Safety	Alva	BIS	on-campus, on-site
Dressing for Success & Basic Business Dining Etiquette	Alva	ACD/BIS	on-campus, on-site
Drug And Alcohol Awareness	Alva	BIS	on-campus, on-site
Earth Wind & Fire Drill	Alva	BIS	on-campus
Electrical Safety	Alva	BIS	on-campus, on-site
Emergency Action Plans	Alva	BIS	on-campus, on-site
Emergency Medical Responder	Alva	ACD/BIS	on-campus
Emergency Medical Technician	Alva	ACD/BIS	on-campus
Emergency Vehicle Operations Course (EVOC)	Alva	BIS	on-campus, on-site
Emergency Plans Exits Safety	Alva	BIS	on-campus, on-site
Employee Wellness	Alva	BIS	on-campus, on-site
Empowered to Connect Conference	Alva	BIS	on-campus
EMR Transition And Refresher Course	Alva	BIS	on-campus
ENJ Financial CE Training	Alva	BIS	on-campus
ETC Safeland USA Safety Orientation Training	Alva	BIS	on-campus, on-site
Evening Certified Medication Aide	Alva	BIS	on-campus
Evening Certified Nurse Aide, Long-Term Care	Alva	ACD/BIS	on-campus
Excavation Trenching & Shoring	Alva	BIS	on-campus, on-site
Excel Basic	Alva	ACD/BIS	on-campus
Fall Protection	Alva	BIS	on-campus, on-site
Family Medical Leave Act (FMLA)	Alva	ACD/BIS	on-campus, on-site
Farm Financial Mgmt Goal Setting Planning	Alva	ABM	on-campus
Farm Financial Management Risk Management	Alva	ABM	on-campus
Feeding Assistant	Alva	BIS	on-campus
Fire Extinguisher, Emergency Plans & BBP	Alva	BIS	on-campus, on-site
Fire Prevention Portable Fire Extinguisher Training	Alva	BIS	on-campus, on-site



Fire Safety/Fire Extinguisher & Carbon Monoxide	Alva	BIS	on-campus, on-site
Fire Safety/Fire Extinguisher Training	Alva	BIS	on-campus, on-site
FireFighter I Academy	Alva	BIS	on-campus, on-site
FireFighter I Academy Live Burn	Alva	BIS	on-campus, on-site
Firefighter Orientation Training	Alva	BIS	on-campus, on-site
First Aid Update	Alva	BIS	on-campus, on-site
Fitness Wellness Training	Alva	ACD	on-campus
Flying a Drone How To's & Legalities	Alva	ACD	on-campus
Focus on Reading with Reading Plus	Alva	ACD	on-campus
Food Handling Class	Alva	BIS	on-campus
Forklift Pallet Jack Safety Training	Alva	BIS	on-campus, on-site
Forklift Proficiency Drive Safety Training	Alva	BIS	on-campus, on-site
Forklift Safety Training	Alva	BIS	on-campus, on-site
Freshwater Fish- Aquariums for Beginners	Alva	ACD	on-campus
Give 'Em The Pickle! (Customer Service Training)	Alva	ACD/BIS	on-campus, on-site
Goal Setting	Alva	ACD/BIS	on-campus, on-site
Gun Range Training	Alva	BIS	on-campus, on-site
H2S Safety Training	Alva	BIS	on-campus, on-site
Hand & Power Tool Safety	Alva	BIS	on-campus, on-site
Hand Tools, PowerTools & Machine Guarding	Alva	BIS	on-campus, on-site
Hand, Ear, & Eye Protection at Home	Alva	BIS	on-campus, on-site
Handgun Carry Permit Training	Alva	ACD	on-campus
Handgun Shotgun Instructor Class	Alva	BIS	on-campus
Hazard Communications	Alva	BIS	on-campus, on-site
Hazard Recognition	Alva	BIS	on-campus, on-site
Hazmat Operations Course	Alva	BIS	on-campus, on-site
Hearing Conservation	Alva	BIS	on-campus, on-site
Hearing Conservation Job Safety Analysis	Alva	BIS	on-campus, on-site
Heart, Breath & Bowel Sounds	Alva	BIS	on-campus, on-site
Heartland General Agency Software Training	Alva	BIS	on-campus
Heat Stress Safety	Alva	BIS	on-campus, on-site
Heavy Equipment/Trencher, Backhoe & Skidsteer Basic Training	Alva	BIS	on-campus, on-site
Heavy Equipment/Trencher, Backhoe & Skidsteer Proficiency Skills	Alva	BIS	on-campus, on-site
Heavy Equipment Training	Alva	BIS	on-campus, on-site
HiSet- High School Diploma Alternative Class	Alva	ACD	on-campus, on-site, online
Hunter Safety	Alva	ACD	on-campus
Hydrogen Sulfide H2S Respiratory	Alva	BIS	on-campus, on-site
Hydrogen Sulfide H2S Safety Awareness	Alva	BIS	on-campus, on-site
Hydrogen Sulfide H2S Safety Training	Alva	BIS	on-campus, on-site
Insiders Guide to Applying & Receiving Scholarships	Alva	ACD	on-campus
Internet for Golden Agers	Alva	ACD	on-campus
Intoduction to Autism & Spectrum Disorders	Alva	BIS	on-campus
Introduction to the DPS Impaired Driver	Alva	BIS	on-campus, on-site
Iready Training	Alva	BIS	on-campus
Iready Webinar	Alva	BIS	on-campus

K-9 Certification-CLEET	Alva	BIS	on-campus
Ladder Safety And Fall Protection	Alva	BIS	on-campus, on-site
Law Enforcement I: Careers in Law Enforcement	Alva	ACD/BIS	on-campus
Lean 101 Manufacturing	Alva	ACD/BIS	on-campus, on-site
Lean 101 Office	Alva	ACD/BIS	on-campus, on-site
Learn to Govern: Municipalities Certificate	Alva	ACD/BIS	on-campus
Learn to Govern: School Board Certificate	Alva	ACD/BIS	on-campus
Lockout Tagout	Alva	BIS	on-campus, on-site
Lockout Tagout & Slips Trips & Falls	Alva	BIS	on-campus, on-site
LZ Landing Class	Alva	BIS	on-campus, on-site
MedicFirst BasicPlus CPR AED & FirstAide	Alva	ACD/BIS	on-campus, on-site
Microsoft Excel	Alva	ACD/BIS	on-campus
New Employee Safety Orientation	Alva	BIS	on-campus
NFPA 70E Arc Flash Certification	Alva	ACD/BIS	on-campus
Nutrition	Alva	BIS	on-campus, on-site
Office Safety	Alva	BIS	on-campus, on-site
Official Oklahoma Collision Report Class	Alva	BIS	on-campus
OK LTAP Wildland Fire Training with Heavy Equipment	Alva	BIS	on-site
OKFirst Re-Certification Course	Alva	BIS	on-campus
Oklahoma Rural Water Association Recertification Class	Alva	BIS	on-campus
Opportunities Inc Home DayCare Training	Alva	BIS	on-campus
Quickbooks for Small Business	Alva	ACD/BIS	on-campus
PADI Open Water Scuba Certification Class	Alva	ACD	on-site
Paraprofessional Training	Alva	BIS	on-campus
PEC H2S Clear	Alva	BIS	on-campus, on-site
Permit Required Confined Space with Hands on Training	Alva	BIS	on-campus, on-site
Personal Protective Equipment	Alva	BIS	on-campus, on-site
Practical Nursing	Alva	FT	on-campus
PreHospital Trauma Life Support (PHTLS)	Alva	BIS	on-campus
Private Security Guard Phase I	Alva	ACD/BIS	on-campus, on-site
Private Security Guard Phase I & II Combo	Alva	ACD/BIS	on-campus, on-site
Private Security Guard Phase II	Alva	ACD/BIS	on-campus, on-site
Private Security Guard Phase III	Alva	BIS	on-campus
Quickbooks Basic & Beyond The Basics	Alva	BIS	on-campus
Reasonable Suspicion Training For Supervisors	Alva	BIS	on-campus
Recordbook Workshop	Alva	ACD	on-campus
Refuse to Be a Victim	Alva	ACD	on-campus, on-site
Respirator Fit Safety	Alva	BIS	on-campus, on-site
Respirator Fit Testing	Alva	BIS	on-campus
Respirator Safety H2S Emphasis	Alva	BIS	on-campus, on-site
Restorative Care Aide	Alva	BIS	on-campus
Safety Cultures	Alva	BIS	on-campus, on-site
School Bus Driver Safety Training	Alva	ACD/BIS	on-campus
School Bus Driver Safety Training Renewal	Alva	ACD/BIS	on-campus
Sexual Harassment	Alva	BIS	on-campus, on-site

Share Skills Fair	Alva	BIS	on-campus
SHRM-CP/SCP Review Course	Alva	ACD/BIS	on-campus, off-site
SkidSteer Certification	Alva	BIS	on-campus, on-site
Skytrack Certification Training	Alva	BIS	on-campus, on-site
Slips Trips & Falls/Mounting & Dismounting Equipment	Alva	BIS	on-campus, on-site
SlipsTripsFalls	Alva	BIS	on-campus, on-site
Small Business Start Up Seminar	Alva	ACD	on-campus
SNS ChemPack Security Training-CLEET	Alva	BIS	on-campus
Storing Managing Photos Smart Phone	Alva	ACD	on-campus
Storm Spotter Training	Alva	BIS	on-campus
Strategic Planning	Alva	ACD/BIS	on-campus, on-site
Substance Abuse Awareness Training	Alva	BIS	on-campus, on-site
TaiChi for Better Balance	Alva	ACD	on-campus
Taser Training	Alva	BIS	on-campus
Tire Pressure Monitoring Systems	Alva	BIS	on-campus
Traffic Incident Management Systems (TIMS) Training	Alva	BIS	on-campus, on-site
Trenching & Shoring Awareness	Alva	BIS	on-campus, on-site
T-Shirt Quilting	Alva	ACD	on-campus
Value Stream Mapping	Alva	ACD/BIS	on-campus, on-site
Vehicle Extrication	Alva	BIS	on-campus, on-site
Vehicle Extrication Advanced	Alva	BIS	on-campus, on-site
Welding and Cutting Safety	Alva	BIS	on-campus, on-site
Whale Done! Positive Motivational Techniques	Alva	ACD/BIS	on-campus, on-site
Wildland Fire Training	Alva	BIS	on-site
Windows 10 for Golden Agers	Alva	ACD	on-campus
Windows 10 for Intermediate Users	Alva	ACD/BIS	on-campus
Woods County Beef Conference	Alva	ABM	on-campus
Workplace Violence	Alva	BIS	on-campus, on-site
Year End Workshop- preparing for taxes & the new year	Alva	ACD/BIS	on-campus
Automotive Service Technology	Alva/Fairview	FT	on-campus
BioMedical Sciences	Alva/Fairview	FT	on-campus
Business and Computer Technology	Alva/Fairview	FT	on-campus
Collision Repair Technology	Alva/Fairview	FT	on-campus
Digital Design	Alva/Fairview	FT	on-campus
Ed2Go-Accounting and Finance	Alva/Fairview	ACD/BIS	online
Ed2Go-Business	Alva/Fairview	ACD/BIS	online
Ed2Go-College Readiness	Alva/Fairview	ACD/BIS	online
Ed2Go-Computer Applications	Alva/Fairview	ACD/BIS	online
Ed2Go-Design and Composition	Alva/Fairview	ACD/BIS	online
Ed2Go-Healthcare and Medical	Alva/Fairview	ACD/BIS	online
Ed2Go-Language and Arts	Alva/Fairview	ACD/BIS	online
Ed2Go-Law and Legal	Alva/Fairview	ACD/BIS	online
Ed2Go-Personal Development	Alva/Fairview	ACD/BIS	online
Ed2Go-Teaching and Education	Alva/Fairview	ACD/BIS	online
Ed2Go-Technology	Alva/Fairview	ACD/BIS	online
Ed2Go-Writing and Publishing	Alva/Fairview	ACD/BIS	online

Health Careers Certification	Alva/Fairview	FT	on-campus
Mathematics	Alva/Fairview	FT	on-campus
AAA Driver Improvement Program	Fairview	ACD	on-campus
Abrasive Blasting	Fairview	BIS	on-site
Accident/Incident Investigation	Fairview	BIS	on-site
ACT Prep Workshop	Fairview	ACD	on-campus
Adult Basic Education/GED	Fairview	ACD	on-campus
Advanced Cardiac Life Support (ACLS)	Fairview	BIS	on-campus
Advanced CMA-Glucose Monitoring & Insulin Admin	Fairview	BIS	on-site
Advanced CMA-Respiratory & Gastric	Fairview	BIS	on-site
Advanced Fire Behavior	Fairview	BIS	on-campus
Advertising on Facebook	Fairview	ACD	on-campus
Aerial Lift Safety Man Lift	Fairview	BIS	on-site
AHA CPR AED 1st Aid	Fairview	BIS	on-site
AHA HCP CPR	Fairview	BIS	on-site
Anger Management	Fairview	BIS	on-site
ARC Flash NFPA	Fairview	BIS	on-campus
Art Painting is for Everyone	Fairview	ACD	on-campus
Asbestos Awareness	Fairview	BIS	on-site
Asbestos, Ergonomics, Hazcom, & Drug Awareness	Fairview	BIS	on-site
Back Injury Prevention	Fairview	BIS	on-site
Back Safety	Fairview	BIS	on-site
Backhoe Safety	Fairview	BIS	on-site
Basic Photography For Any Digital Camera	Fairview	ACD	on-campus
BBP, PPE, HAZCOM/GHS Awareness	Fairview	BIS	on-site
Beekeeping Basics	Fairview	ACD	on-campus
Beginning Dog Obedience	Fairview	ACD	on-campus
Benzene Safety Awareness	Fairview	BIS	on-site
Bloodborne Pathogens	Fairview	BIS	on-site
Bloodborne Pathogens/1stAid	Fairview	BIS	on-site
BLS for Health Care Provider	Fairview	BIS	on-site
Brush Mower Safety	Fairview	BIS	on-site
Build and Maintain Your Website	Fairview	ACD	on-campus
Certified Medication Aid	Fairview	BIS	on-campus
Certified Medication Aid-CEU's	Fairview	BIS	on-campus
Certified Nurse Aide Long Term CareI	Fairview	BIS	on-campus
Cold Stress	Fairview	BIS	on-site
Compressed Air Safety	Fairview	BIS	on-site
Computer Flex Hour Class	Fairview	ACD	on-campus
Confined Space Awareness	Fairview	BIS	on-site
Confined Space Entry	Fairview	BIS	on-site
Confined Space Entry/Competent Person	Fairview	BIS	on-site
CPR 1st Aid Update	Fairview	BIS	on-campus
CPR/AED/Choking	Fairview	BIS	on-campus
Crane & Hoists	Fairview	BIS	on-site
Crane Operator & Rigging (Mobile)	Fairview	BIS	on-site
Crane Operator Awareness Training	Fairview	BIS	on-site

Crane Operator Certification	Fairview	BIS	on-campus
Crane Testing	Fairview	BIS	on-campus
Culinary Arts	Fairview	FT	on-campus
Customized Safety Training	Fairview	BIS	on-site
Dealing With Stress	Fairview	BIS	on-site
Demonstration on Heimlich Maneuver	Fairview	BIS	on-site
Distracted Driving	Fairview	BIS	on-site
Distressed Furniture from Junky to Funky	Fairview	ACD	on-campus
Dog Obedience - Beginners	Fairview	ACD	on-campus
Dot Hazmat	Fairview	BIS	on-site
Driver Communication/Emotions	Fairview	BIS	on-site
Drones Unmanned Flight Training	Fairview	ACD	on-campus
Drug & Alcohol Awareness	Fairview	BIS	on-site
Drug & Alcohol Supervisor Reasonable Suspicion	Fairview	BIS	on-site
Drug Free Workplace	Fairview	BIS	on-site
Effective Safety Communication	Fairview	BIS	on-site
Electrical Awareness	Fairview	BIS	on-site
Electrical Awareness & Lockout/Tagout	Fairview	BIS	on-site
Electrical Awareness and Housekeeping	Fairview	BIS	on-site
Electrical Awareness/GFCI Safety Awareness	Fairview	BIS	on-site
Electrical CEUs	Fairview	BIS	on-site
Emergency Care, CPR, 1stAid	Fairview	BIS	on-campus
Emergency Preparedness	Fairview	BIS	on-site
Emergency Preparedness /Tornadoes	Fairview	BIS	on-site
Employee Safety Orientation	Fairview	BIS	on-site
EMR Emergency Medical Responder	Fairview	BIS	on-campus
EMR Emergency Medical Responder CEUs	Fairview	BIS	on-campus
EMR Refresher Transition	Fairview	BIS	on-campus
EMT Emergency Medical Technician (Basic)	Fairview	BIS	on-campus
Ergonomics-24 hour body	Fairview	BIS	on-site
Essentials Oils Natures Health Wellnes	Fairview	ACD	on-campus
Explore a Career as an Administrative Medical Assistant	Fairview	ACD	online
Eye Protection	Fairview	BIS	on-campus
Fall Protection	Fairview	BIS	on-campus
Fall Protection Refresher	Fairview	BIS	on-site
Fall Rescue	Fairview	BIS	on-site
Farm Financial Management	Fairview	ABM	on-campus
Fatigue	Fairview	BIS	on-campus
Fire Disaster Preparedness	Fairview	BIS	on-site
Fire Extinguisher Hands On	Fairview	BIS	on-site
Fire Fighter Tactical Fire	Fairview	BIS	on-site
Fire Protection	Fairview	BIS	on-campus
First Aid Awareness	Fairview	BIS	on-site
First Aid CPR Aed	Fairview	BIS	on-campus
Flower Power Workshop Christmas Wreath	Fairview	ACD	on-campus
Forklift Safety Awareness	Fairview	BIS	on-site

Forklift Safety Awareness & Food Defense	Fairview	BIS	on-site
Forklift Safety CFR 1910.178	Fairview	BIS	on-site
Forklift/Power Lift Safety	Fairview	BIS	on-site
Front End Loaders	Fairview	BIS	on-site
General Welding/Welding Certification/TIG/Stick	Fairview	ACD	on-campus
GFCI Assured Electrical Grounding	Fairview	BIS	on-site
Global Harmonization System (GHS)	Fairview	BIS	on-site
Hand And Power Tools	Fairview	BIS	on-campus
Hand In Hand Dementia Training	Fairview	BIS	on-site
Handgun Carry Permit Class	Fairview	ACD	on-campus
Hazard Identification	Fairview	BIS	on-site
Hazared Communication-GHS	Fairview	BIS	on-site
HAZCOM Bloodborne Pathogens	Fairview	BIS	on-site
HAZCOM/Methamphetamine	Fairview	BIS	on-site
HAZMAT CFR	Fairview	BIS	on-site
Hazwoper 24 hour	Fairview	BIS	on-site
Hazwoper 40 hour	Fairview	BIS	on-campus
Hazwoper 8 hour	Fairview	BIS	on-site
Hazwoper 8 Hour Refresher	Fairview	BIS	on-campus
Hazwoper Awareness	Fairview	BIS	on-site
Hazwoper Emergency	Fairview	BIS	on-site
Hazwoper Supervisor Refresher	Fairview	BIS	on-campus
Hearing Conservation	Fairview	BIS	on-site
Heat Stress	Fairview	BIS	on-site
Heat Stress, Snakes & Spiders	Fairview	BIS	on-site
Heimlich/Eppepin	Fairview	BIS	on-site
Housekeeping	Fairview	BIS	on-site
HS First Aid CPR/AED	Fairview	ACD	on-campus
Hunter Education	Fairview	ACD	on-campus
Hydrogen Sulfide (H2S) Awareness	Fairview	BIS	on-site
Hydrogen Sulfide (H2S) PEC Clear	Fairview	BIS	on-campus
Incident Response-Spills	Fairview	BIS	on-site
Instructor Orientation	Fairview	BIS	on-site
Introduction To Iphone/Ipad	Fairview	ACD	on-campus
Introduction to Pneumatics	Fairview	BIS	on-site
Introduction To Upholstery	Fairview	ACD	on-campus
Ladder Safety	Fairview	BIS	on-site
Ladder Safety & 1st Aid	Fairview	BIS	on-site
Law Enforcement Training	Fairview	BIS	on-site
Lawn Mower Safety	Fairview	BIS	on-site
Lead Training	Fairview	BIS	on-site
Leadership & Customer Service	Fairview	BIS	on-site
Leading at the Speed of Trust	Fairview	BIS	on-site
Learn how to Download Organize Your Digital Photos	Fairview	ACD	on-campus
Lockout Tagout	Fairview	BIS	on-site
Machine Guarding	Fairview	BIS	on-site
Make Take Floral Workshop Spring Silk Wreath	Fairview	ACD	on-campus

Managing Millennials	Fairview	BIS	on-campus
Manlift/Aerial Safety Awareness	Fairview	BIS	on-site
Mastering Your Money	Fairview	ACD	on-campus
Mayday	Fairview	BIS	on-campus
Medic 1st Aid Basic Plus/CPR/AED	Fairview	BIS	on-campus
Medical Terminology Series	Fairview	ACD	online
Microsoft Office Suite Word & Excel	Fairview	BIS	on-campus
Millennials at Work	Fairview	BIS	on-site
Motor Controls	Fairview	BIS	on-campus
NEC National Electrical Code	Fairview	BIS	on-campus
New Employee Safety Orientation & 1st Aid Training	Fairview	BIS	on-site
Noise Exposure	Fairview	BIS	on-site
Northwest Emergency Management Workshop	Fairview	BIS	on-campus
Office Safety	Fairview	BIS	on-site
Oklahoma Career Guide Training	Fairview	BIS	on-site
OSHA 10 Hour	Fairview	BIS	on-campus
OSHA 30 Hour	Fairview	BIS	on-site
OSTEP Oklahoma Trauma Education Program	Fairview	BIS	on-site
Outdoor Hazards	Fairview	BIS	on-site
PALS & Advanced Cardiac Life Support	Fairview	BIS	on-campus
PALS Pediatric Life Support	Fairview	BIS	on-campus
Personal Protective Equipment	Fairview	BIS	on-campus
Photo Fun	Fairview	ACD	on-campus
Pneumatics/Intermediate	Fairview	BIS	on-campus
Poisonous Snake Bites	Fairview	BIS	on-site
Presentation Advantage	Fairview	BIS	on-campus
Pro Active Safety Attitudes	Fairview	BIS	on-site
Pro Active Safety Self Inspection	Fairview	BIS	on-site
Project Management Essentials	Fairview	BIS	on-campus
Quilting Class	Fairview	ACD	on-campus
Recognizing Drug & Alcohol Abuse	Fairview	BIS	on-site
Respirator Safety and Fit Test	Fairview	BIS	on-campus
Rigging Chain Inspection	Fairview	BIS	on-site
Rigging Material Handling	Fairview	BIS	on-site
Rigging Safety	Fairview	BIS	on-site
Ropes Rescue	Fairview	BIS	on-site
Safe Rigging Practices	Fairview	BIS	on-site
SafeLand USA	Fairview	BIS	on-campus
SafeLand USA-Spanish	Fairview	BIS	on-campus
Safety Orientation	Fairview	BIS	on-site
Scaffolding Safety Awareness	Fairview	BIS	on-site
SCBA Don Doff Operation Self Contained	Fairview	BIS	on-site
Secrets of Mothers Cooking	Fairview	ACD	on-campus
Sexual Harassment	Fairview	BIS	on-site
Shop Towels	Fairview	BIS	on-site
Signs and Tags	Fairview	BIS	on-site
Silica Dust	Fairview	BIS	on-site

Skid Steer Safety	Fairview	BIS	on-site
Slips, Trips, and Falls	Fairview	BIS	on-campus
Spanish for Medical Professionals	Fairview	ACD	online
Spill Prevention & Response	Fairview	BIS	on-site
Stained Glass Glass Art	Fairview	ACD	on-campus
Stairway & Ladder	Fairview	BIS	on-campus
Std Field Sobriety Refresher	Fairview	BIS	on-site
Stop Work Authority	Fairview	BIS	on-site
Stress in the Workplace	Fairview	BIS	on-site
Sulfuric Acid Safety	Fairview	BIS	on-site
T Shirt Quilting Class	Fairview	ACD	on-campus
Tactical Fire	Fairview	BIS	on-site
Tai Chi	Fairview	ACD	on-campus
Team Building	Fairview	BIS	on-site
The 4 Imperatives of Great Leaders	Fairview	BIS	on-campus
The 5 Choices to Extraordinary Productivity	Fairview	BIS	on-campus
The Speed of Trust Foundations	Fairview	BIS	on-campus
TIMS Traffic Incident Management System	Fairview	ACD	on-campus
TPMS Tire Pressure Monitoring System	Fairview	BIS	on-site
Trenching, Shoring & Evacuations	Fairview	BIS	on-site
Vehicle Extrication A	Fairview	BIS	on-campus
Vehicle Extrication B	Fairview	BIS	on-campus
Welding	Fairview	FT	on-campus
Welding Hot Permit	Fairview	BIS	on-site
Welding Hotwork Cutting Operation	Fairview	BIS	on-site
Welding Safety	Fairview	BIS	on-site
What Do You See	Fairview	BIS	on-site
Why Safety	Fairview	BIS	on-site
Wildland Incident Commander's	Fairview	BIS	on-site
Wildland Tool Box	Fairview	BIS	on-site
Winter Driving	Fairview	BIS	on-campus
Working In Cold Weather	Fairview	BIS	on-campus
Working with Stress	Fairview	BIS	on-site
Workplace Safety Basics	Fairview	BIS	on-site
Workplace Sexual Harassment Title VII	Fairview	BIS	on-site
Workplace Violence	Fairview	BIS	on-site

Technology Center Overview

Description and Situation. What are key technology center characteristics and its strategic situation?

Northwest Technology Center (NWTC) with campuses in Alva and Fairview is a member of the Oklahoma CareerTech System serving high school and adult students, as well as business and industry customers. The Oklahoma system of vocational-technical education was created by legislation in 1963. NWTC was established in 1969, with classes beginning in the 1972-73 school year at both the Alva and Fairview Campuses.

NWTC's District stretches from the Oklahoma/Kansas state line south to the Canton Lake area. The district is approximately 4,000 square miles and includes all of Woods County, the majority of Major County and parts of Blaine, Alfalfa, Woodward, Harper and Dewey counties encompassing eight partner school districts. The technology center system was created to consolidate resources for expensive educational programs to serve a wide geographical area. Initially, the Oklahoma vocational-technical school districts were designed to serve high school juniors and seniors and adults; however, in the 1980's services to business and industry customers began. Today training for adults along with customized business and industry training account for over 75% of the NWTC student enrollment. In Fiscal Year (FY)17, NWTC had over 11,000 enrollments in all programs.

a. Environment

a.(1) Instruction and Training offerings

NWTC offers the following educational program areas: Full-time programs (FT), Business and Industry Services (BIS) and Adult Career Development (ACD) courses.

Full-time Programs: NWTC offers 37 courses within 11 different FT career training programs. These programs, which are approved by the Oklahoma Department of Career and Technology Education (ODCTE), allow students to receive credit towards high school graduation and/or the skills needed for gainful employment. Both high school students and adult students have opportunities to earn college credit in various areas, through Cooperative Agreements with colleges, as well as certifications and/or licensure in numerous occupational areas. Students attend either full-time or part-time during the traditional school year, Monday – Friday, from August – May. Students in the Practical Nursing career major follow a 12-month school year November – October.

Business and Industry Services: NWTC's BIS program provides training upon demand. The staff collaborates with businesses to customize and design training to meet specific needs. Support services such as business consultation, securing resources for training, and assisting new and expanding businesses are available.

Adult Career Development Courses: ACD training courses at NWTC are courses, shorter in duration, that provide adults

opportunities to enhance skill sets, broaden career interests, earn industry certifications, and explore leisure interests. These type of courses provide training for adults who may not have the time and/or resources to attend a career major training program.

NWTC offers a variety of services to support the educational programs and meet the needs of customers, partners, and stakeholders. The major areas that focus on and support the educational programs are:

- Career Services
- Counseling and Guidance
- Financial Assistance
- Assessment
- Business Consultation

NWTC strives to ensure student success through these support services; enhancing the job skills of individuals and the profitability of businesses contributes to the economic development of customers.

NWTC delivers educational programs and services through a variety of mechanisms designed to meet not only the needs of learners of all ages, but also different learning styles and abilities. Various delivery methods include, but are not limited to:

- Traditional classroom settings
- Labs for student interaction
- Use of virtual technology
- Workplace simulation/customized training
- Internships and clinical experiences
- Interactive television and online courses

a.(2) Mission, Vision and Values

The culture at NWTC encourages a team approach to achieving the vision and mission; open lines of communication, participatory management styles of administrators characterize a culture that is dedicated to meeting the needs of the students. By striving to be industry-focused, student-centered, and performance-driven, students have a greater probability of success. *Figure OVa(2)-1* shows the foundation of NWTC, the mission, vision, core values, and core competencies. The relationship of the core competencies to the NWTC Mission is demonstrated through applying best practices. At NWTC, preparing students for success means making a commitment and taking action to utilize core competencies to make a difference. Employing a process of comparing annual performance measures ensures continuous improvement.



Figure OVa(2)-1 NWTC Mission, Vision, Core Values & Core Competencies

Mission
<ul style="list-style-type: none"> • Creating Success in Education, the Workplace and Life
Vision
<ul style="list-style-type: none"> • Northwest Technology Center creates opportunities through high quality educational experiences.
Core Values
<ul style="list-style-type: none"> • Professionalism • Quality • Affordability • Customer Focus • Innovation • Excellence
<p><i>By striving to be industry-focused, student centered, and performance driven, NWTC continuously evaluates work processes and applies best educational practices to increase the probability of student success.</i></p>
Strategic Advantages
<ul style="list-style-type: none"> • Instructional Quality • Innovative Technology • Responsive Delivery of Services • Regulatory Knowledge • Modern Facilities • Flexibility • High Return on Investment • Customizable Services
<p><i>At NWTC, creating opportunities for student success means utilizing Strategic Advantages, making a commitment, and taking action to make a difference. Employing a process of comparing performance measures reinforces the continuous improvement of career and technology education and services.</i></p>

Source: NWTC Mission, Vision, and Values

a.(3) Personnel Profile

The NWTC personnel consists of 53 full-time employees dedicated to working to achieve the NWTC Mission. In *Figure OVa(3)-1* the full-time employees are segmented into four groups along with the number of employees in each group and the corresponding percentage. The administration consists of the District Superintendent, an Assistant superintendent for the Alva Campus, and an Assistant superintendent for the Fairview Campus. Faculty encompasses instructors, counselors, and career center coordinators. Professional services is comprised of coordinators, directors, managers, and special trainers who hold certifications through either ODCTE or various occupational agencies. Support staff includes clerical, financial assistants, secretarial, maintenance, and custodial.

In addition to the full-time employees, there are 167 part-time/adjunct employees and numerous volunteers who are also considered key segments of the NWTC Personnel. Instructors for ACD classes and BIS classes, substitute instructors, evening registrars, and part-time custodians are all vital aspects of NWTC educational programs. Non-paid persons are extremely valuable to achieving the NWTC Mission; volunteers that serve on advisory committees, guest presenters, and specialists who assist students in work-site learning situations, all make important contributions toward attaining the NWTC Mission.

Figure OVa(3)-1 Personnel Segment

Segment	Number of Full-Time Employees	Percentage of Total Full-Time Employees
Administration	3	6%
Faculty	23	43%
Professional Services	13	25%
Support Staff	14	26%
Total	53	100%

Source: NWTC HR Department

All administration and faculty members have or are obtaining an associate’s or bachelor’s degree with 54% having attained advanced degrees. Of the entire NWTC full-time personnel, 68% hold a bachelor’s degree. All employees in faculty and administrative positions are certified through the Oklahoma State Department of Education (OSDE) and the ODCTE; those employees in required occupational areas are credentialed and/or licensure through various trade groups and agencies. All Professional Services and Support Staff have bachelor’s degrees, graduate degrees, technical diplomas and/or occupational credentials/licensure.

A key element that engages these groups in achieving NWTC’s Mission and Vision begins with having a well-qualified staff with instructors who are highly skilled in their occupational area. Additional key elements that engage staff include a workplace culture where trust in leadership is present, empowerment of staff is practiced, open lines of communication are evident and participation in professional development opportunities is encouraged. NWTC utilizes an employee evaluation system that promotes improvement of job duties and growth in professional development. NWTC has been the recipient of a performance based award, the Oklahoma Association of Technology Centers (OATC) Gold Star School designation 13 times in the past 17 years. Among employees NWTC is known as a family-friendly workplace. NWTC’s personnel diversity reflects the gender, educational, racial and age diversity of the surrounding communities. NWTC does not have a collective bargaining agreement.

NWTC has a district-wide safety plan monitored by a safety committee with administrative oversight. Specialized in-house training includes the areas of bloodborne pathogens (BBP), general safety, CardioPulmonary Resuscitation (CPR), Automated External Defibrillator (AED), crisis management, National Incident Management System (NIMS), and Global Harmonization/ Safety Data Sheets (SDS). A Safe-Room to protect staff and students from the violent Oklahoma tornadoes and severe storms is available at both campuses. A health and wellness committee also functions to provide wellness opportunities for staff members. Memberships to two wellness centers are available to interested staff members.

a(4) Technology Center Diversity

The NWTC district partner schools have a diverse high school population that is commensurate with technology center high school enrollment. Data from ODCTE Technology Center Profile report, as well as OSDE School Report Cards, is used to determine the District comparative enrollment for determining engagement by ethnicity. This information is shown in *Figure OVa(4)-1*.

Figure OVa(4)-1 Ethnicity/Diversity

<i>Ethnicity / Diversity FY17</i>		
NWTC District	Partner Schools (Grades 9-12)	NWTC (Grades 11 & 12)
Caucasian	75	85.5
African American	1.6	1.4
Asian	0.3	0.3
Hispanic	12.5	9.3
Native American	8.1	2.8
Two or More Races	2.6	0.7
TOTAL	100	100

Source: OSDE School Report Card Database
ODCTE District Profiles Report

a(5) Major Facilities, Technologies, and Equipment

NWTC has two campuses with buildings designed and constructed to facilitate career and technology education instruction. Both campus facilities are a combination of buildings built beginning in 1971 with numerous additions and renovations to accommodate various training initiatives and needs of businesses. Most recent construction projects include the addition of facilities for BioMedical Sciences, Video Production, Practical Nursing (PN), Mathematics and student commons areas at both campus sites. Additional property was purchased at the Alva campus adjacent to the campus including a 9,600 sqft training building. Digital signage and back-up generators were added to both campus sites in FY18.

NWTC is funded by a combination of local ad valorem taxes assessed in the NWTC school district, state and federal funds, and occasional grants from private foundations. The funding mechanism includes a general fund for operations and a building fund that can be used for building maintenance, improvements and new construction.

The computer-student ratio at NWTC is 1:1. Wireless Internet access is available throughout all district-owned facilities. Students in Biomedical Sciences are issued laptops to use during the school year. Business students are trained using dual platforms (Apple/PC), SmartPhone and Tablets, and other relevant technologies. NWTC strives to maintain the latest equipment/technology in an effort to stay aligned with industry standards. Notable recent equipment acquisitions include a Hunter tire & lift/alignment machine, a new Teaching Systems, Inc. (TSI) plasma table, Video Production equipment, Waterborne Painting System, LifePak trainer, Fuji mirrorless cameras and \$150,000 annually in technology upgrades. All administrators, faculty members, and professional services staff are provided laptop computers and all employees

including support staff have access to desktop computers to perform their job duties.

a(6) Regulatory Environment and Key Regulations

NWTC operates in a highly regulated environment that requires compliance with local, state, and federal laws, rules, and regulations. NWTC functions within the Title 70 Oklahoma State School Laws and the Rules & Regulations of the ODCTE, as well as numerous federal laws such as The Americans with Disabilities Act (ADA), Family Education Right to Privacy Act (FERPA), Fair Labor Standards Act (FLSA), and Title IV of the Higher Education Act of 1965. The local Board of Education provides policies and procedures to facilitate the day-to-day operation of the technology center.

NWTC is accredited by the OSDE and ODTCE. Other accrediting agencies utilized for specific programs and services include Automotive Service Excellence (ASE)/National Automotive Training Education Foundation (NATEF), Oklahoma Board of Nursing (OBN), Project Lead the Way (PLTW), and the Oklahoma State Accrediting Agency for Veterans Education and Training. Faculty teaching secondary students, counselors, and administrators are certified through the OSDE along with various endorsements by the ODCTE. Additional Professional Development (PD) programs such as Student Services Endorsement, School Business Manager (BM) Training, BIS Certification, and “Tech Cent\$ Training” for Business Office staff are required by NWTC job descriptions. NWTC has three National Board Certified Instructors on staff.

Various other regulatory agencies, standards, and codes provide guidelines that are infused into many of the daily practices at NWTC, including the Oklahoma Department of Labor (ODL), Occupational Safety and Health Administration (OSHA), National Fire Protection Association (NFPA) and the Federal Emergency Management Agency’s (FEMA) NIMS.

b. Relationships

b(1) Organizational Structure and Relationships

NWTC is governed by five elected members of a Board of Education (BOE) who operate under the Oklahoma Open Meeting Act, NWTC Policies, and a Code of Ethics. Each elected member represents a designated population zone in the district that is revised periodically in accordance with U.S. Census Data. The term of office of each member is five years on a staggered basis. The BOE employs a Superintendent who functions as the Chief Executive Officer (CEO) of the organization. The Superintendent supervises two Assistant superintendents/Campus Directors who are responsible for the operations of the two NWTC campuses. The Assistant superintendents supervise all staff on their respective campus. The Senior Leadership Team (SLT) consists of the Superintendent and the two Assistant superintendents.

b(2) Key Market Segments and Stakeholder Expectations

Key market segments identified by NWTC include partner schools (sending school districts), businesses and industries, secondary and post-secondary students, and community



members. Within these key market segments, NWTC serves three main customer groups:

- FT students (secondary and post-secondary)
- BIS students
- ACD students

Figure OVb(2)-1 Customer Group Key Requirements

Requirement/Expectation	Student Group			
	Full-Time High School	Full-Time Adults	BIS Adults	Adult Career Development
Quality Instruction	✓	✓	✓	✓
Industry Aligned Curriculum	✓	✓	✓	
State-of-the-Art Technology & Equipment	✓	✓	✓	✓
Capable Instructors	✓	✓	✓	✓
Industry Credentials	✓	✓	✓	
Job Search Services	✓	✓		
Financial Aid		✓		
Transportation	✓			
High School Credit	✓			
College Credit	✓	✓		
Ease of Enrollment	✓	✓	✓	✓
Safe Environment	✓	✓	✓	✓

Source: NWTC Staff information/assignments

Generally, all of the customer groups have similar expectations of the NWTC educational programs and services: quality instruction, competent instructors certified by the appropriate agency, state-of-the-art facilities and equipment, and relevant curriculum and materials. However, requirements and expectations of the specific customer groups are different. These similarities and differences are described in Figure OVb(2)-1

Stakeholders of the NWTC district are continually surveyed to gain input to identify areas of need and to improve programs and services. Community members, the BOE, NWTC personnel, parents of students who attend NWTC, business partners, education partners, and Advisory Committee (AC) members are all stakeholders with varying requirements and expectations. The requirements and expectations of these key stakeholder group are identified in Figure OVb(2)-2.

Figure OVb(2)-2 Stakeholder Groups Requirements/Expectations

Key Stakeholder Groups					
Community Members	Parents	NWTC Personnel	Business Partners	Educational Partners	Advisory Members
	✓	✓	✓	✓	✓
		✓	✓		✓
✓	✓	✓	✓	✓	✓
		✓	✓		✓
✓	✓	✓	✓	✓	✓
	✓	✓	✓		✓
✓	✓	✓	✓	✓	✓
✓		✓	✓		✓
✓	✓	✓	✓	✓	✓

Source: NWTC Marketing Plan Stakeholder Identification Section

b(3) Key Partners and Collaborators

NWTC’s key suppliers play an important role in delivering education to students. Partnerships play a vital role of achieving NWTC’s Mission. Partners include sending school districts that refer students, business and industry that send employees for training, and community groups and agencies that not only refer students but also provide resources for students and for NWTC. Valuable input is gained from AC members and volunteers in collaboration with NWTC. These groups provide information to NWTC that fill gaps in school and community needs, provide knowledge of innovative practices, and verify current industry standards.

Communication with suppliers, partners and collaborators is vital and is achieved through social media, mailings, website information, advisory committee meetings, career fairs, awards assemblies and participation in sending school activities. Suppliers of materials needed to operate the NWTC educational programs include vendors that provide: technology related equipment, media equipment, computers, curriculum/books, software, maintenance and custodial supplies and equipment. Supply chain requirements include good quality at affordable prices, adherence to state laws, ethical practices by vendor, customer service and timeliness, and accurate invoicing.

c. Competitive Environment

c(1) Competitive Position

The competitive position of NWTC is unique in a variety of ways. Being located geographically in a sparsely populated region of small communities and small rural schools with moderate distances between communities, NWTC has the challenge of delivering premier training across over 4,000 square miles. Through the utilization of two campus sites strategically placed in the district, a NWTC site is within 30 minutes of all partner communities. When considering the three main customer groups within the market segment served by NWTC, the following main competitors can be identified:

- FT program Students – competitors include other technology centers, the branches of the military, private

tech schools, colleges, and partner schools within the technology center district.

- BIS Students – competitors include corporate in-house training, private training companies, online/virtual training companies and other public technology centers.
- ACD Students – competitors include other technology centers, colleges, and online/virtual training companies.

In order to gain leverage over competitors, NWTC implements strategies that utilize strengths: customization and flexibility of training programs, affordability of training, quality of instruction, use of up-to-date technology, opportunity to earn certifications/national credentials, and a culture focused on meeting the needs of students.

c(2) Key Changes – Competitive Advantage

Key changes that are affecting the competitive situation of NWTC are:

- Graduation Requirements – increased state high school graduation requirements have created scheduling issues for secondary students who enroll in FT programs.
- Energy Industry – NWTC is poised to serve the cyclical nature of the oil and gas industry.
- Healthcare – healthcare has dominated national media attention during the past several years. The concerns of the public in the NWTC service area reflect similar rural healthcare concerns that permeate rural America.
- Concurrent Enrollment – restrictions in concurrent enrollment protocols by state higher education regents has encouraged NWTC to pursue on-campus college courses and broader Northwestern Oklahoma State University (NWOSU) articulation agreements.
- NWTC Outreach Classes - ACD offerings being promoted and conducted in partner communities.

Opportunities for innovation and collaboration created by these competitive changes include:

- FT Offerings – PN, Video Production, use of online courses to assist students with graduation requirements
- Partnerships with Energy Companies – has positively affected BIS enrollment
- Rural healthcare
- Use of technology

c(3) Key Sources of Comparative and Competitive Data

Key Sources of comparative data that are used by NWTC include:

- NWTC five-year enrollment data
- ODCTE Data
- Oklahoma Department of Commerce (ODC) and ODL Data
- Data from Oklahoma State Regents for Higher Education (OSRHE)

A challenge that exists in making decisions based on ODCTE comparative data, is the delay in getting the information. This lag in obtaining information creates a degree of uncertainty; for example, FY18 performance measures data is examined in

FY20. Looking at trends over several years has become a standard practice in the decision-making process.

d. Strategic Context

d(1) Key Strategic Challenges and Advantages

Strategic challenges in the area of educational programs and services, operations, societal responsibilities and the personnel are prevalent. Partner school district educational requirements, state graduation guidelines, and extracurricular activities all limit time available for high school students. A preconceived notion held by many about “what we do” presents challenges. Emphasizing career pathways allows NWTC being viewed as a “non-college” choice to be minimized. The rural location of the NWTC school district limits the number of people to market training and educational services. Declining population in the communities and shrinking high school enrollment numbers are challenges that NWTC encounters. Population numbers from U.S. Census Data and enrollment data from OSDE indicate trends of a declining population base in Northwest Oklahoma.

Strategic advantages include the quality of instruction and use of technology in career major programs. By offering specialized and customized technical training at affordable prices, business and industry clients gain an advantage. Knowledge of government regulations, health and safety requirements, and specific customer requirements allows NWTC to provide the necessary training. NWTC’s facilities provide an advantage in the ability to offer a relevant environment for training, education, and hosting events. Efforts to continually improve classrooms and training areas are evidenced by completed and ongoing construction projects through FY19.

e. Performance Improvement System

e(1) Key Performance Elements

The NWTC Strategic Planning Process (SPP) has provided a framework to examine “best practices” and make comparisons with current practices used by NWTC. Improved practices have resulted through an ongoing process of reviewing key performance measures, examining results, and implementing needed changes. Utilization of the ODCTE Accreditation process provides a systematic method for NWTC to examine processes and results and implement action plans to ensure continuous improvement.



1-Leadership and Administration

1.1 Leadership and Administration *(The goal of this item is to identify key aspects of leaders' and administrators' responsibilities, to create an educational institution that is successful now and in the future.)*

How do leaders and administrators lead the technology center?

1.1a. Mission, Vision, and Values

1.1a(1) How do leaders and administrators set the technology center's vision and values?

The [Mission, Vision and Values of NWTC](#) were developed through a SPP that utilized staff input and yielded specific goals. The [SLT](#) leads the implementation of the goals and resulting action plans. A continuous review process makes certain the goals remain current, effective, and reflective of the vision and values of NWTC.

The SLT strives to ensure the entire personnel understands and emulates the organization's vision and values. These expectations are modeled from the top down through [staff meetings](#) and [activities](#). They are also embedded into the school culture with a "customer first" attitude. The NWTC personnel is continually reminded of the mission, vision and values as they engage in marketing efforts, communicate through digital media and printed publications, and adherence to a [code of ethics](#).

Figure 1.1a(1)-1 SLT Involvement in Communities
[CLICK LINK TO ZOOM](#)

SUPPORT	PURPOSE	SLT INVOLVEMENT
Community Blood Drives	Demonstrate to students, staff, and community members that NWTC values health initiatives	Provides facilities, staff and students to assist in drives
Community Cleanups	Provide community service and support; opportunities for students to "give-back"	Allows staff and students to volunteer
Autism Fundraisers	Create community support and awareness	Allows staff and students to volunteer
Relay for Life	Creates community support and awareness	Allows staff and students to volunteer
Students Working Against Tobacco (SWAT)	Encourages and supports healthy lifestyles	Provides financial assistance for instructors and students to participate
Local Emergency Planning Committee (LEPC)	Safety of NWTC students & staff and to provide action plan and community awareness in the event a local, county, or state emergency	Participate in committee when needed and maintain positive relationship with local, county, and state emergency management personnel; offer facilities for use in emergency situations
Certified Healthy Oklahoma	Support initiatives to keep Oklahomans healthy by providing a smoke-free workplace/campus and promote wellness within student population, staff, and community members	Adopted 24/7 tobacco free workplace, work with local fitness center to provide low cost memberships for faculty and staff
Crisis Response Team	Community service, provide support services such as counseling and donations	Send staff members to crisis intervention training; allow staff to provide support and time for off-campus crisis intervention
Northwest Leadership Alliance	To provide leadership, support and volunteers	Membership and allow staff to serve on their board of directors and provide meeting space
Freedom West Community Development Corp	To provide office space	Allow staff to serve on their board of directors
Woods and Major County's Economic Development Committee	To provide leadership and support. To make campus available for use.	Asst. Supt serves and Chairman of Woods County committee. Membership and provide staff to volunteer.
Civic Clubs	To provide leadership, support and volunteers.	Membership and present and speak at meetings.
Local Chamber of Commerce's	To provide leadership, support and volunteers. To make campus available for use.	Membership, serve on committees and provide meeting space for special events.

Source: NWTC personnel individual civic engagement form

Through the leadership of the SLT, numerous events are hosted at the school that present opportunities to deploy its vision and values to partners, customers, students and other stakeholders; student tours, open house events, back to school activities,

chamber of commerce meetings, and [PD activities for partner school teachers, counselors, BIS breakfast, Executive Business Council \(EBC\) luncheons](#) and other activities where information is disseminated. Staff members are also encouraged to reflect the vision and values of NWTC as they participate in job/career fairs, a variety of community activities, local civic clubs, attend various, [state and national professional organization conferences](#), and demonstrate the vision and values through informal public encounters. [Civic and community engagement by NWTC personnel](#) is shown in *Figure 1.1a(1)-1*.

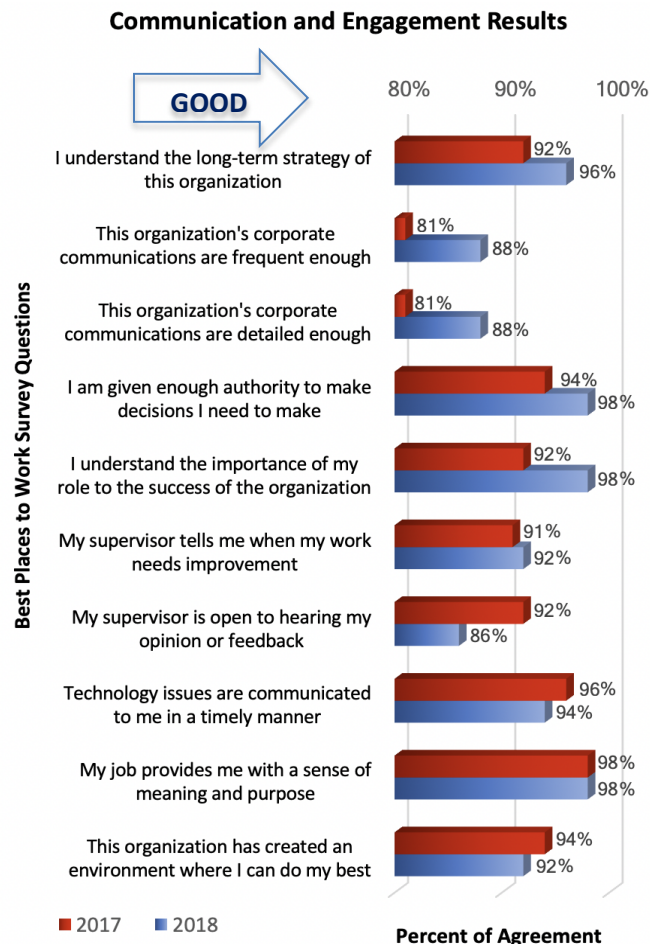
1.1a(2) How do leaders and administrators demonstrate commitment to legal and ethical behavior?

The SLT is responsible for the legal and ethical behavior of the NWTC personnel and ensuring that all staff members follow the [policies set forth by the BOE](#). This process begins with hiring staff who demonstrate ethical qualities. Since NWTC has a reputation as a desirable place to work, the SLT can be selective in choosing the most ethical and competent employees. All employees participate in a minimum of one annual performance review that includes components of professional and personal conduct. The SLT conveys high expectations of ethical behavior through administrative modeling and directives, as well as through verbal, written, and electronic communications. The reputation of NWTC, as interpreted by staff members, is shown in the ["Best Places to Work"](#) chart, *Figure 1.1a(2)-1*.

The SLT not only encourages legal and ethical behavior in the personnel, but they also demonstrate it through complete transparency, honest and open communication to the staff, and adherence to the [Oklahoma Open Meetings Act](#). The SLT also demonstrates the code of ethics through the following:

- Decision making based on a fundamental value of focusing on student and customer success.
- [Complete accountability to community members, taxpayers, and the State of Oklahoma.](#)
- [Maintaining up-to-date policies and procedures.](#)
- Actively utilizing a SPP, which includes core values, beliefs, vision, mission and strategic goals.
- Models behavior that reflects no indication of using the position or influence for the achievement of personal gain.
- Transparency in actions and refraining from engaging in any act that could be viewed as a conflict of interest.
- Demonstrating honesty and integrity through actions.
- Compliance with all federal, state and local laws.
- Providing continual PD to staff that increases understanding and compliance with new laws.

Figure 1.1a(2)-1 Communication and Engagement Results



Source: 2017 & 2018 Gallup Best Places to Work Survey

Staff members performing business functions with key suppliers, including purchasing, bidding/quotes, and requisition practices, are guided by NWTC policies and procedures that reflect the vision and values; following these practices assures that business activities are ethical, consistent, and predictable.

1.1a(3) How do leaders and administrators build an educational institution that is successful now and in the future?

The SLT understands the importance of creating an organization that has the ability, agility and strategic management capability to prepare for current and future success. NWTC’s staff is encouraged to further their skills through PD opportunities including NWTC in-service activities, training provided by ODCTE, webinars, college work towards advanced degrees, and attendance at state and local conferences. Staff members complete an Individual Strategic Plan (ISP) annually summarizing staff members’ goals and professional growth as it is related to the overall SP. The BOE is required by law to complete specified hours of

continuing education requirements during each five-year term of office.

The SLT participates in monthly [Technology Center Superintendent’s Meetings](#), quarterly [Instructional Leaders meetings](#) and district [SLT meetings](#). Much of the personnel training is based on methods and techniques for educating students and customers, managing learning activities, developing and/or expanding new skills, and the utilization of technology to maintain training that is relevant and innovative. Often NWTC staff members are given opportunities to participate in area-specific training provided by ODCTE including [TechCAP](#) (an administrator development program), Career Tech Perspectives, (leadership training), [BISCP](#) (for business and industry staff), [ODCTE Women in Leadership](#), [OkACTE Fellows program](#), and [Student Services Endorsement training](#). The NWTC personnel continues their education by working towards degrees to improve skills in current positions, as well as creating opportunities for internal advancement. The SLT relays continuing education scholarship information to the personnel and allows time to pursue these advancements and offers financial incentives based upon milestones of completion.

In working towards the NWTC Mission of “Creating success in education, the workplace, and life”, the SLT stays informed of customer and community needs through involvement with community organizations, business counsels, and [economic development committees](#). With these efforts, the needs of both current and potential customers are identified. A goal of NWTC is to utilize resources to create a customized product to serve the customers in a timely fashion. Using the advantages of financial resources budgeted and staff flexibility, a course to meet customer needs can be quickly developed. This “customer first” attitude fosters repeat business and allows NWTC to continue to grow and change with customer demands.

In developing new opportunities, the SLT creates a safe environment where “intelligent risk taking” by the personnel is not construed as punitive if unsuccessful, but as a learning experience and opportunity for discovery. The SLT encourages staff members to suggest innovative practices that lead to improved instructional processes, increased efficiencies in work processes, and processes that conserve financial resources. Through the E2020 program, NWTC staff and stakeholders are encouraged to use energy-efficient processes and upgrades. SLT invests time, money and resources into new ventures as part of the efforts to encourage a staff-wide “buy-in” of innovative practices.

The facilities of NWTC have undergone many transformations to ensure they meet the customers’ needs. [AC’s](#) and their recommendations serve as a valuable resource for facility improvement and new directions of instruction. Additional planning includes processes of developing a five-year

[Comprehensive Local Education Plan \(CLEP\)](#) to ensure its Technology Plan (TP) and capital improvement plan stay current and lends to NWTC's sustainability.

NWTC SLT participates in succession planning and discussions of scenarios involving current staff members, qualifications and anticipated position openings. By encouraging staff members to attend [PD opportunities](#), [work towards advanced college degrees](#), and attainment of additional certifications and endorsements, administrative options for filling job positions are increased. Leadership skills obtained when staff members participate in these activities contributes to decisions concerning staff vacancies. [Cross training and providing opportunities for staff to utilize learned leadership skills leads to smoother transitions in the work processes.](#)

1.1b. Communication and Organizational Performance

1.1b(1) How do leaders and administrators communicate with and engage all personnel, students, business and industry, and other customers/stakeholders?

The SLT recognizes the importance of clear, open communication through all levels and positions within the personnel, as well as with all customers and stakeholders. Key decisions and announcements are [relayed through multiple channels including verbal, print media, digital media](#), and [One Call](#). NWTC also distributes [Student Handbooks](#) and [ACD Instructor Handbooks](#) accompanied by an orientation for each group. In order to receive input concerning the needs of BIS customers and ACD students, NWTC employs the use of [surveys for needs assessments and receives customer feedback through course evaluations.](#)

Similarly, FT program students annually engage in student focus groups where a series of questions helps NWTC gather information in regards to marketing, student needs, and customer service. NWTC relies upon the collaboration among educational program areas and their AC's for input and recommendations. [Two-way communication consisting of personal interactions, e-mail, individual classroom blogs, Twitter and Facebook allows opportunities for staff to ask questions, make suggestions, and receive accurate information.](#)

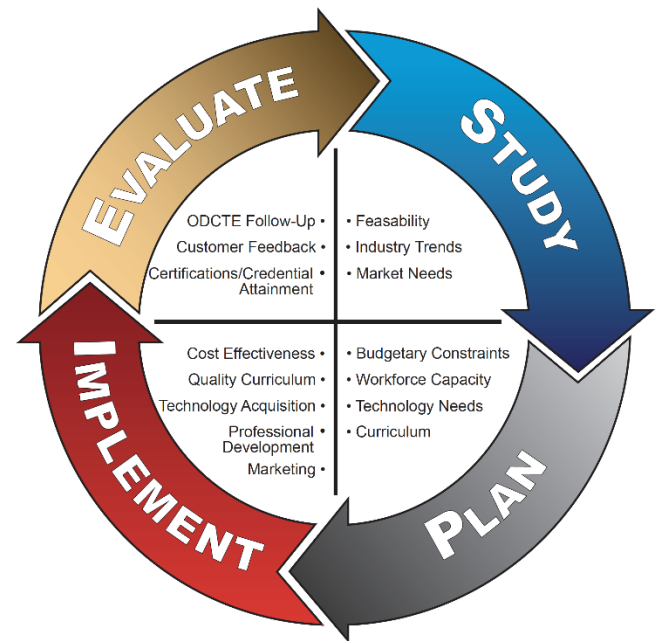
Open communication with the personnel is encouraged and fear of reprisals for expressing opinions or beliefs is non-existent. The SLT believes that all members of the personnel possess valuable insight and are often solicited for their opinions into the organization's direction and endeavors. Staff participation on hiring committees not only allows employees to influence decisions on key personnel, but also solidifies personnel morale and organizational loyalty. The SLT promotes internal engagement and strategic reflection by staff members through participation on numerous district-level committees. Often information about decisions that affect individual or groups of staff members are communicated in person by the SLT. Understanding that communication is

rapidly changing, the SLT has aggressively moved further toward digital communication.

1.1b(2) How do leaders and administrators create a focus on action that will achieve the technology center's mission?

In striving to attain the vision of NWTC, the SLT engage an action-focused attitude to achieve [NWTC's goals and objectives](#). Finding and filling gaps in the processes and products provided to the customers are essential to delivering services which are malleable enough to meet customers' ever-changing needs.

Figure 1.1b(2)-1 SPIE Improvement Instrument



Source: NWTC Strategic Planning Process (SPP) instrument development

Through customer surveys, community requests, personnel suggestions, and industry site visits, NWTC is able to stay current with customer needs. Through strategic utilization of ACD surveys and focus groups' comments, NWTC encourages critique of services by stakeholders resulting in a product that is truly customer-driven. Quality control is also ensured internally through performance evaluations, follow-up reports, and the annual reviewing of the SP. This process involves much of the personnel revisiting each section annually and revising each section every five years to ensure they are on track to reach short-term and long-term goals. A proven mechanism of Study, Plan, Implement, Evaluate (SPIE), not only allows for continuous modification of the organization and services but also creates opportunities for intelligent risk taking. *Figure 1.1b(2)-1* illustrates this concept.

NWTC prides itself in being on the edge of new and upcoming programs, processes, and procedures. The SLT empowers staff

members to recommend improved processes and new opportunities to serve customers. Not only is the staff encouraged to participate in new initiatives, but they are also expected to recommend innovative ideas to the SLT for consideration. NWTC is known as an organization eager to partner with other institutions, agencies, and businesses as evidenced by the following:

- [Woods County Economic Development Committee \(WCEDC\)](#)
- [Business Incubator Program](#)
- [Northwest Oklahoma Alliance \(NwOKA\)](#)
- Freedom West Community Development Corporation (FWCDC)
- [Oklahoma Department of Human Services \(OKDHS\)](#) and [High Plains Technology Center \(HPTC\)](#) to provide education support for [Temporary Assistance for Needy Families \(TANF\) clients](#)
- [Fairview and Ringwood for Gateway Grants in Science, Technology, Engineering and Mathematics \(STEM\)](#)
- [Fairview campus partnership with Chisholm Trail Technology Center \(CTTC\) on Graduation Equivalency Diploma \(GED\)- ABE grant](#)
- [Emergency Management Inoculation Site for Major County.](#)
- [Major County Mitigation Plan.](#)
- [Carl Perkins Secondary Consortium.](#)
- [Superintendent's Leadership Class \(SLC\)](#) partnership with HPTC
- NWOSU [PN](#) cooperative agreement
- NWOSU [Medical Adventures in Science and Health \(MASH\) camps](#)
- [Workforce Innovation and Opportunity Act \(WIOA\)](#)
- [Oklahoma Education and Industry Partnership \(OEIP\)](#)
- Carl Perkins Post-Secondary Consortium with Northern Oklahoma College (NOC)
- Cooperative Alliance and Articulations Agreement with NWOSU, Oklahoma State University - Institute of Technology (OSU-IT), NOC and [Cowley College](#)
- NWOSU Certified Nurse Aide (CNA)
- [Parent's University - NWOSU & partner school counselors](#)
- College concurrent coursework with NOC and Redlands Community College
- [6th grade career fairs](#)

The SLT realizes that partnerships are a method to foster professional relationships while pooling the resources of various institutions and agencies. By creating value for these students, customers, and stakeholders through partnerships, NWTC is able to provide adequate funding to achieve the strategic goals and fulfill its vision.

Operating resourcefully also includes the utilization of grants and consortiums. The SLT utilizes grant funds from the Carl Perkins Federal Grant to form a consortium with 12 public

schools to conduct career development activities. Value is created for students to benefit from career fairs, career assessments, and a career exploration software program. State of Oklahoma Lottery Grant Funds have been awarded to NWTC to purchase healthcare training equipment, video production studio equipment, and firearms training simulators for law enforcement. NWTC has partnered resources with several other technology centers to bring customers innovative training which would otherwise be cost prohibitive to provide. Training programs and associated equipment such as a Heavy Equipment Simulator, Confined Space Training, Arc Flash Simulator, Audiometric Testing and a Truck Driver Training Program have been made available through partnerships with cooperating technology center districts in Oklahoma. NWTC is also a member of a statewide marketing consortium that pools funds from multiple technology centers to provide a unified marketing outreach effort that focuses on Career and Technical Education (CTE) branding, career training, and economic impact. Only through a consortium would these statewide marketing efforts be possible.

1.1b(3) How do leaders and administrators engage students in the self-assessment process?

Students are engaged in self-assessment of both their technical and leadership competencies through numerous structured evaluative processes. In the Career Center (CC), students conduct reflective learning by completing interest inventories through the [Oklahoma Career Guide \(OCG\)](#). Through this activity, students discover how their interests mesh with desired and potential career options. In addition, a [Learning Styles Inventory \(LSI\)](#) provides an instrument for both student and instructor to best customize program learning to accommodate different learning styles and adjust instruction based upon the preferred modality of their students. The LSI is administered on each campus by the CC coordinator. [Individualized Career Plans \(ICAP\)](#) are developed for all students, working with their parents, partner school counselors, CC coordinators and NWTC counseling staff. Instructional staff at the technology center incorporate this ICAP with their own career cluster [Career Tree](#) to drive student self-assessment of interest and potential for modification of their career goals.

1.2 Governance and Societal Responsibilities *(The goal of this item is to evaluate key aspects of the governance system, including the improvement of leaders and the leadership system. It also asks how the educational institution ensures everyone in the organization behaves legally and ethically, how it fulfills its societal responsibilities, and supports its key communities.)*

How is the technology center governed and how are societal responsibilities fulfilled?

1.2a. Organizational Governance

1.2a(1) How does the educational institution ensure responsible governance?

1.2a(2) How is the performance of leaders and administrators, including the superintendent and governance board, evaluated?

Responsibilities of NWTC's governance system are delegated through three primary positions: a [five-member BOE](#), the Superintendent, and two Assistant superintendents. These governing positions share the legal responsibility of NWTC being fiscally accountable and compliant with the Policies of the BOE, the OSDE and the ODCTE rules, laws and policies. The SLT is charged with the responsibility of ensuring that student and stakeholder interests are protected and that NWTC does its part in fulfilling its societal responsibilities to its communities. The [BOE is elected from five equal population zones within its district](#) and are regulated through state laws and OSDE/ODCTE rules and regulations. The PD requirements of the BOE members are set by statute and monitored by the OSDE and the ODCTE. The Superintendent is evaluated annually by the BOE utilizing a [written evaluation instrument](#), and the Superintendent annually evaluates the [Assistant superintendents](#). In addition, [the SLT is responsible for evaluating and ensuring that certified, professional, and support staff](#) are aware of and follow the [rules, laws, and policies set by the BOE, OSDE, and ODCTE](#).

NWTC's fiscal accountability follows guidelines of the OSDE and ODCTE and local BOE policies. General and Building Fund budgets are approved annually as per an Estimate of Needs that is also approved by the Woods County Excise Board and the BOE. Budget amendments, encumbrances and financial reports are approved by the BOE monthly. NWTC is audited annually by an OSDE/ODCTE approved independent auditor. All BOE meeting agendas are shared with the personnel, publicly posted at each campus and on the district website. [BOE meeting dates are filed with the Woods County Clerk](#) and all meetings are open to the public in compliance with the [Oklahoma Open Meeting Act](#). [Minutes of all board meetings](#) are [e-mailed to the personnel](#) and are available for public viewing through open records requests.

Other public documents of the district are also available upon open records requests with instructions for making public records requests available on the NWTC website. Through these acts of compliance, NWTC's SLT assures its stakeholders that all activities are within policy and the law by complying with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act. NWTC is consistent in following the regulations of FERPA and maintains student records that are available only to students, parents (of students under the age of 18), and those so designated by the student/parent in writing. BOE policies address the health and well-being of NWTC's customers as evidenced in Communicable Diseases, Drug Free Workplace, Alcoholic, Tobacco Free Workplace and Controlled Dangerous Substances and Crime Awareness and Campus Security policies.

NWTC utilizes several means of internal risk management audits through groups such as the [Oklahoma Schools Insurance Group \(OSIG\)](#), the [Oklahoma School Assurance Group \(OSAG\)](#), and the [ODL](#). In addition, external audits through accreditation visits are conducted by the OSDE, [a five-year accreditation visit by the ODCTE](#), for submission to the U.S Department of Education. Accreditation visits in specific career areas are conducted by agencies such as the OBN, and the NATEF. Upon completion of the risk management visits and the accreditation visits, any deficiencies noted are corrected and documented in a follow-up report. These internal and external audits allow NWTC to improve effectiveness as part of a process of continuous school improvement and quarterly safety training meetings. The Superintendent of NWTC and the President of the BOE meet periodically to discuss succession planning for senior leaders. Prior to a plan being implemented, consultation with the BOE and the SLT occurs. Factors considered in the planning process are qualifications, past experience, [personnel demographics](#) and current job performance. Personnel members are encouraged and given assistance in pursuing their educational goals along with related PD opportunities including TechCAP, [Continuous School Improvement Training](#), and Career Tech Perspectives.

Oklahoma State Statutes dictate the PD requirements of the BOE. The OSDE and ODCTE monitor NWTC's compliance with the training requirements specified by law. NWTC has had no deficiencies in its Board Training. NWTC's Superintendent is evaluated by each member of the BOE using a district-approved evaluation instrument. The Superintendent's evaluation takes into consideration benchmarks such as the school's ranking in the Journal Record's Book of Lists, [OATC Gold Star Awards](#), the results of annual OSDE accreditations and five year ODCTE accreditations, and the results of the District's performance measures. Performance evaluations are then utilized, in conjunction with the ODCTE comparative data from similar institutions concerning other Superintendents' salary and benefits packages to determine an appropriate executive compensation. The performance of BOE members are not formally evaluated by the SLT, however through the PD process and the requirement to re-file for office every five years, the voters in the district are able to evaluate and either re-elect or vote a new person into office.

1.2b. Legal and Ethical

1.2b(1) How are public concerns, related to law, regulatory, and accreditation compliance, with instruction and training, support services, and operations anticipated and addressed?

NWTC strives to stay abreast of any current or potential public concerns related to its programs and services. Through close working relationships with local communities, partners, and AC, threats pertaining to its products and services are

recognized and a critical plan of action to ensure the protection of the organization is developed. NWTC has procedures in place to address adverse conditions or concerns to the SLT and BOE by use of a [written grievance procedure](#) if concerns are noted and mediation of the issue is not attained. The SLT has set the goal of being 100% compliant with all board policies and accreditation requirements, as evidenced by the strong success record of OSDE and ODCTE accreditations, audit and follow-up reports, and the achievement of [13 OATC Gold Star School Awards](#). NWTC has had no deficiencies on OSDE accreditation reports in recent history and has had only one reportable conditions or material instances of non-compliance noted in [yearly audits since FY07](#).

NWTC is proactive in safeguarding the wellbeing and safety of its personnel, customers, and communities as it [requires all full-time employees to complete the 100 and 700 courses of the NIMS training protocol](#). NWTC strives for complete compliance of formally classified product safety protocols through [SDS](#). NWTC has personnel serve as active members of the Local Emergency Planning Committee (LEPC) and local crisis response teams. NWTC responds quickly to recommendations from insurance holders and welcomes agents from OSIG to inspect and audit both campuses yearly to ensure the proper safety and security of the district properties. Likewise, agents from [CompSource](#), the re-insurance company for OSIG, regularly audits payroll, [W-9](#), and liability insurance coverage for the independent contractors the district hires to make sure there is adequate coverage for any workers' compensation claims that may arise.

1.2b(2) How is ethical behavior promoted and ensured in all interactions?

NWTC creates an ethical environment for its personnel and customers to assure that ethical practices are promoted in all education, training, and practices in which NWTC is involved. NWTC has in place and enforces the [NWTC Code of Ethics](#) as well as the [State of Oklahoma law regarding standards of performance and conduct for teachers](#). This legislation contains three components: Commitment to the students, commitment to the profession, and regulations regarding dismissal procedures. [Full-time instructional staff must annually sign that they have received this information from NWTC and they understand the ethical and moral stipulations of the law](#).

NWTC utilizes many suppliers and contractors and assures fair market process is protected through a conflict of interest policy and a [non-kickback statute](#). Ethical behavior of the personnel is monitored and documented on a continual basis through annual staff evaluations and on an "as needed" basis. Any breach in ethical behavior is handled on an individual basis following the procedures outlined in the personnel section of NWTC Board Policies. NWTC students are instructed on expectations of ethical behavior through the student

handbooks, internet agreement, student code of conduct and social media policy. NWTC's website and handbooks contain procedures for filing a grievance and include a designated male and female coordinator at each campus to assist any grievant in the process. As an assurance that no member of the SLT has unrestricted power, NWTC has a policy pertaining to the delegation of authority, which provides the BOE with authority to veto all acts and omissions performed by any member of the SLT as related to district operation, grievance procedures or ethical behavior of staff.

1.2c. Societal Behavior

1.2c(1) How does the technology center consider societal well-being and benefit as part of strategy and daily operations?

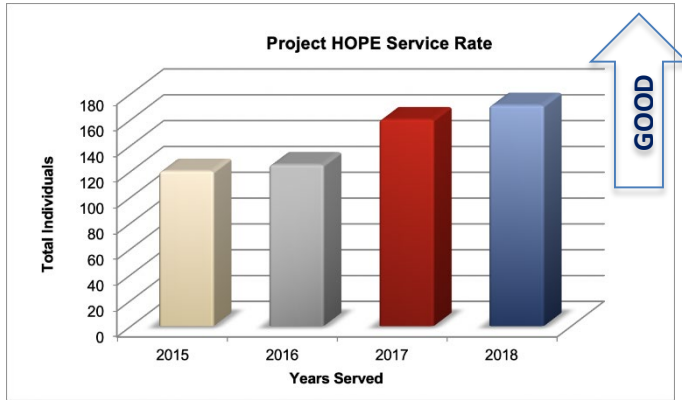
NWTC believes its role in societal well-being should be evidenced by daily activities that invest into its communities. NWTC takes this role seriously in improving the quality of life for those it serves. A partnership formed in September 2011 with the Major & Woods County [Tobacco Prevention Coalition led to the adoption by the BOE of a tobacco-free policy](#). In consideration of the health and wellbeing of students, customers and stakeholders, this policy prohibits use of all tobacco products (including e-cigarettes) on NWTC campuses. In addition, in 2018 the BOE expanded the breadth of this policy to incorporate the [2017 Oklahoma legislative action that legalized medical marijuana use in the state](#). Additional BOE approval of modifications to these policies was made in 2019, with the adoption of laws related to the [2019 US Farm Bill](#) that exempted industrial hemp and CBD oil from the FDA restricted drug schedule.

All NWTC staff members are required to be NIMS, CPR and AED certified. [Both campuses are Point of Dispensing \(POD\) locations for the Mass Immunization Prophylaxis Strategy \(MIPS\)](#) to assist in community wide vaccinations in the case of an epidemic. NWTC has been proactive in the efforts to support rural healthcare within the region through its Health program offerings. These include Health Careers Certification (HCC), Biomedical Sciences, PN, as well as exploration of Occupational Therapy Assistant (OTA)/ Physical Therapy Assistant (PTA) program potential. NWTC participates in emergency planning activities through a partnership with numerous district agencies including law enforcement, fire protection, and emergency medical services.

NWTC recognizes the need to assist students and other customers to create better lives and career opportunities. Financial assistance is available through Northwest Tech Tuition Waivers which provides up to a 75% tuition waiver for high school graduates and GED completers residing in the district up to three years after matriculation. In addition, other various scholarships are available, as well as state and federal financial aid. [Project Helping Others Pursue Employment \(HOPE\)](#) is a program NWTC offers through a partnership with

HPTC in which clients who receive TANF, through the OKDHS, receive training and career development services along with instruction in life skills, personal development, and workplace basics. *Figure 1.2c(1)-1* shows impact information for Project HOPE.

Figure 1.2c(1)-1 Project HOPE Service Rates



Source: Project HOPE Annual Accreditation Review Data

NWTC offers GED high school equivalency classes to prepare students to pass the GED exam. NWTC also provides WorkKeys testing and remediation training for career program students and BIS clients. The SLT stays active with local economic development and in organizations that focus on community improvement in order to help gain and sustain employment opportunities for NWTC’s customers.

NWTC believes in equipping students with the tools needed to become future community leaders by offering leadership opportunities through participation in Career Tech Student Organizations (CTSO) such as Business Professionals of America (BPA), Future Health Professionals (HOSA), Trade and Industrial Education (SkillsUSA) and Family, Career and Community Leaders of America (FCCLA). Additional leadership opportunities include National Technical Honor Society (NTHS), SLC, and the Northwest Career Academy, a four-day leadership workshop for eighth grade students in the district.

The personnel at NWTC follows all OSHA guidelines in regards to the safety, handling and disposal of hazardous material. In a conservation effort to save resources by lowering electrical consumption, NWTC has recently replaced all of its lighting with energy efficient fluorescent bulbs and ballasts or Light Emitting Diode (LED) fixtures. Ecobee networked Wi-Fi-enabled thermostats control all campus heating/cooling and are managed by each campus maintenance director.

1.3 Strategy Development and Implementation (The goal is to strengthen overall performance, competitiveness, and future success through the deployment of strategies to achieve goals.)

How does the technology center develop and implement strategy?

1.3a Strategy Development Process

1.3a(1) How does the technology center district conduct strategic planning?

NWTC has a prescriptive method of using short-term and long-term data along with broad collaboration amongst the personnel and its stakeholders partners to determine the instructional modality that will best suit the future needs of the organization. Through various data collection instruments and their resultant findings, NWTC is better positioned to address strategic development. This prescriptive method for SP includes defining key ideas, collaboration, analysis, consensus, development of an action plan, implementation, annual review, and modification, as needed.

NWTC has developed a fluid process in strategic planning that celebrates input from stakeholders and anticipates and embraces changes in student populations and industry trends.

The SLT meets regularly with personnel members to continuously examine and improve processes and procedures that will not only fit within the boundaries of the technology center’s mission and vision but also to enhance and expand upon them.

The SPP encompasses many steps designed to identify and enhance current programs and sustain future growth and viability. Additionally, the process aims to encourage forward thinking from stakeholders. These key processes are illustrated in *Figure 1.3a(1)-2*.

Figure 1.3a(1)-2 Strategic Planning Flowchart



Source: NWTC Strategic Planning Process form development

1.3a(2) How does the strategy development process stimulate and incorporate innovation?

NWTC believes in empowering the personnel and encouraging “out of the box” thinking by fostering innovative ideas. The SLT provides instructional and department budgets that allow

for flexibility in utilizing resources. The personnel is congratulated for successes and encouraged to revise, analyze, and work through failures. Staff members work together as a team to address techniques, best practices, and to provide support for each other during staff professional days, in-service programs and peer mentoring.

NWTC encourages innovation at the district level by using a variety of avenues to identify transformational potential. [Key among these has been the development and deployment of an innovation process.](#) Personnel are stimulated to submit ideas and opportunities for innovation through an application and approval system. Staff members begin by obtaining consent from administration to begin research for an innovation or new idea. Through an Innovation Form (IF), personnel outline the idea, the rationale for implementation, involvement level and impact on students, the organization and stakeholders. Fiscal responsibility, including the cost for materials, training and equipment are the final pieces of data reported.

[AC meetings](#), [staff participation in community civic organizations](#), input from former students, clients and customers, annual [BIS breakfasts](#), all-staff meetings, and [EBC meetings](#) are examples of data collection opportunities that assist NWTC to determine the most current strategic opportunities and enable an assessment of intelligent and innovative risks.

Key questions that are part of this assessment include:

- Does this plan meet customer demand?
- What is the sustainability of this program?
- What is the occupational outlook?
- Is there physical space to house this?
- Does it fit within budget constraints?
- Is qualified staffing available/personnel capacity?
- Can the cost of equipment be shared through a partnership and/or grant?
- What is the long-term forecast and return on the investment?

If an item is judged to have a greater long-term benefit than its potential risk, then an action plan is developed through consultation with the SLT. This process exemplifies forward thinking that is supported by the SLT; the staff members are encouraged to recommend innovative ways to improve programs, expand services, and embrace the challenge of meeting the needs of students, customers, and stakeholders.

1.3a(3) How is relevant data collected and analyzed to develop information for the strategic planning process?

During the year, data is collected from numerous sources. These include both internal and external stakeholders, and are aggregated by data source type for analysis. Examples data sources include:

Quantitative

Surveys (student, staff, community, partner schools, business and industry and other stakeholders)
 Student accounting software (SONIS)
 ODCTE Follow-up and reports
 3rd party certifying agency accreditation reports

Qualitative

AC input
 Focus groups
 Customer feedback
 Client consultations
 Free-response surveys

Data analysis begins within each departmental area. In many instances, the Marketing Director (MD) provides and assists by sharing instrumentation and validation methods. In order for the district to use the data, it must be reliable and repeatable throughout the district or focus area. Data is cleansed by removing confounding variables that the raw data presents and could skew actual results. Findings are synthesized, summarized, and presented to the SLT. This group combines the data with consultation from appropriate staff members, using both to identify strategic alignment and areas for growth.

New training programs and courses that evolve from this methodology may include requirements such as technology and equipment needed, availability of instructor(s), budgets, and speed of response to customer needs. Strategic challenges such as state educational requirements, extracurricular activities of high school students, rural demographics and sparse population, as well as public perception are also studied. Budget planning and gap analysis are addressed to lessen the risks to program sustainability.

By incorporating a strategically diverse cross-section of the personnel in the SPP, NWTC has built-in tools that increase the potential of identifying and addressing blind spots, bias and conflict. Short-term [action plans](#) are evaluated annually to determine whether the goals have been met or if they need to be revised to meet customer needs; long-term action plans are measured linearly against these same goal areas.

1.3a(4) What are the technology center's key processes (examples may include enrollment, instruction, training, marketing, human resources, finance, partner relationships, and organizational effectiveness)?

NWTC key work systems are fully defined in *Section 6, Operations*; however, appropriate operation of the process areas listed above are critical to key strategy implementation. Goals and action plans are reviewed and/or developed through the SPP. The expertise and ideas of many different personnel members along with the SLT ensures that the work systems and SP's are based on the organization's strategic goals. Key

processes that lie outside the scope of these goal areas are reviewed to determine feasibility or potential for partnership.

These key process areas include:

- Enrollment and Retention
- Instruction and Training
- Communication and Marketing
- Human Resources and Personnel
- Finance
- Professional Development
- Technology and Capital Improvement
- Security and Safety

b. Strategic Objectives

1.3b(1) What are the technology center’s key strategic objectives and timetable for achieving these objectives?

NWTC’s strategic framework includes overarching goals (goals), more targeted design templates (objectives), and narrowly defined specific tasks (action plans) for reaching short-term and long-term outcomes. Desired strategic outcomes are addressed across a variety of goals, objectives, and actions set forth in the [2015-2020 SP](#).

Strategic Goals

- Expanding Stakeholder Awareness and Understanding
- Cultivate Student Success
- Enhance Organizational Efficiency
- Empower Workforce Members
- Strengthen Community and Business Relationships

Timetables, benchmarks and action outcomes are characterized through the NWTC Operational Chart. During annual planning meetings goals, objective and actions are reviewed and categorized as either in-progress or completed based upon predetermined time, resource, and result tables. In an effort to stay current meeting customer and stakeholder needs, goals and objectives are periodically revised to align with educational trends and/or BIS needs. [Figure 1.3b\(1\)-1, Strategic Planning Goals and Objectives \(Zoom\)](#) illustrates the planning document developed in 2015 and revised annually.

Figure 1.3b(1)-1 Strategic Planning Goals and Objectives
[CLICK TO ZOOM](#)

Strategic Planning Goals and Objectives			2015	2016	2017	2018	2019
Goal (Objective)	Action (Goal)	Task (Action Plan)					
A. Provide Opportunities for Professional Growth	Continue providing opportunities for every employee to attend appropriate conferences annually and provide summary of experience	Explore possibility of professional development stipends being paid to staff for continuing coursework towards advanced degree/certification			D	D	X
	Update Professional Development Plan annually and include research-based activities in training opportunities	Professional development activities will be offered at least twice annually.	C	C	C	C	X
	Inform staff of Professional Development Plan.	During August joint campus in-service inform staff of the current year's professional development plan and provide them copies	C	C	C	C	X
	Continue quarterly safety meetings and become NIMS compliant	Meetings. Topics, dates, and times will be posted on the calendars of the respective campuses.	C	C	C	C	X
	Implement a New Employee Orientation with a checklist of staff responsible for meeting with new employees including safety training.	Create New Employee Orientation Paperwork/Information/Assignment form listing information/forms/assignments to be completed in the office of the Assistant Superintendents, Safety Coordinators, and Business Manager.	D	D	D	D	
B. Provide Exemplary Recruitment and Retention Services							
	Increase high school enrollment by attending sending school enrollment times. Have information on student plans of study and the courses offered at NWTC. Use PLAN results to help with placement.	NWTC Counselors will coordinate with sending school counselors the most effective way to address the enrollment needs.	C	C	CO	CO	X
	Make information available to Home-School students/parents	Purchase movie theater advertisements at local theaters to include and appeal to home-school students	D	CO	CO	C	X
	Expand Credit Recovery and remediation opportunities at both campuses	Explore possibilities for alternative, non-traditional schedules		O	O	X	
	Develop a formal process to expand the district boundaries by asking non-member schools to join our district	Develop presentation to present to non-member Superintendents and their Boards of Education to present the benefits of joining the Career Tech district	C	C	C	C	X
	Explore possibilities to market to college students and young adults	Maintain the NWTC Facebook fan page.	C	C	C	C	X
C. Provide Quality Education							
	Host annual Advisory Committee meetings for curriculum updates.	Provide agenda and meeting discussion notes/minutes to Assistant Superintendent and Front Office Secretary	C	C	C	C	X
	Review short-term programs' syllabi and course content for seamless transition and course alignment.	Look at alignment between full-time and short-time instruction.	C	C	CO	CO	X
	Explore opportunities to increase work-based learning for students.	Continue to grow relations with local business owners through Advisory Committee Members.	C	C	CO	CO	X
	Explore possibilities for alternatives to the 90% attendance policy.	Recommend Revised Attendance Policy to be approved by Board of Education.		O	D	D	
D. Utilize Cutting Edge Technology							
	Increase job placement services with a goal of 90% positive placement.	Secure shadowing opportunities for NWTC students through area businesses.		CO	CO	CO	X
	Implement a committee to review technology/equipment plans. Review Internet Agreements and	Form a non-personnel technology Planning Committee. Replace members annually as agreed	CO	CO	CO	CO	X
	Evaluate website annually	Administration will determine committee who will meet annually in May to determine committee who will meet annually in May to determine what changes and for major updates need to be made to website based upon recommended updates and changes from BIS Directors, Instructors, and Marketing Director	CO	CO	CO	CO	X
	Develop a policy and procedures for Internet Safety and Cyber bullying. Provide training to students and staff.	Technology Committee reviews Internet Safety and Cyber bullying policies annually. Meetings will be scheduled for the first week of February.			O	O	X
	Develop a procedure to provide technology and software training for staff. Allow employees attending courses related to their work to attend tuition-free.	All staff that require or desire additional training for technology and/or software training should make a request in written communication form via e-mail or letter to BIS/AT&D Director	C	C	C	C	X
	Have laptops available for students to take home for programs that need them.	Implement a check-out procedure for laptops.			D	C	
E. Practice Effective Communication							
	Review and update job descriptions annually.	The Superintendent and Assistant Superintendents will review job descriptions and make updates as positions become open and/or as the determine changes to job descriptions. Changes will be communicated to the Business Manager for correction and posted to the web.	C	C	C	C	X
	Implement team building activities into monthly staff meetings.	Procure training time for presenter through significant and timely avenues.	CO	CO	CO	CO	X
	Continue with the Marketing Committee and the annual review of the Marketing Plan.	The Marketing Committee should continue to meet quarterly to review and revise the Marketing Plan for the upcoming fiscal year.	C	C	CO	CO	X
	Update Emergency Management Plan annually	Schedule an annual safety committee meeting to review and update the Emergency Management Plan in October of each year.	C	C	C	C	X
	Update Safety and Health Plans annually.	In October of each year review Chemical Inventory Lists and MSDS sheets to make sure they are current.	C	C	C	C	X
F. Maintain and Enhance State-of-the-Art Facilities							
	Develop a long-range facilities plan including security updates.	Have instructors/employees submit requests for equipment and maintenance at annual evaluation.	C	C	C	C	X
G. Continuous Improvement							
	Make processes more efficient by prioritizing and eliminating work that does not add value to customers.	Schedule Lean Training for appropriate staff.		CO			X



	Explore what continuous improvement model processes we are going to use/implement	Determine continuous improvement model and steps to implement model	CO	CO			
H. Economic Development	Offer Entrepreneurship training to interested students.	Provide one activity per semester for students interested in exploring entrepreneurship. County ED entities, REI, along with campus SIS personnel create panel type/seminar meetings in a one day format.	C	C	C	C	X
	Add new focus on small business start-up.	Continue small business specific workshops for established and prospective small business and incorporate incubator opportunities that exist in our area.	D	D	D	D	X
	Establish a Business Leadership Group.	Schedule an hour program for the CEO Network group every quarter.		C	C	C	X
	Introduce WorkKeys to Business & Industry. Make KeyTrain available for remediation.	Attend state, local, and national meeting on WorkKeys and key Train.	D	C	C	C	X
I. Expansion of Services	Explore the possibility of adding the following positions: Job Placement Coordinator and Recruiter Full-Time Financial Aid Director Guidance Staff to work in our sending schools.	Review strategic plan and prioritize proposed new positions.	C	O	O	O	X
	Explore the addition of new Health Majors.	Implement action steps to establish the full-time PN program at NWTC Alva Campus.		CO	CO		
	Explore the addition of STEM: Biomedical Sciences Programs implementation FY 2014 at Alva & Fairview campuses.	Prepare a budget to determine feasibility of offering this career program.	D	C			
	Explore implementation of a Fire Service Training Center and hire Fire Service Training Coordinator.	Develop a proposal that outlines the need for a Fire Service Training Center and the need to hire a Fire Service Training Coordinator. Proposal should include equipment, space, supplies, and cost needs.		DO	DO	DO	
	Explore possibilities of forming a partnership with other agencies to provide daycare for the children of students.	Become involved with local agency consortium which is examining ways to increase daycare providers for Alva area.	C	C	C	C	X

Source: NWTC Strategic Planning Process – Goals and Objectives

1.3b(2) How do strategic objectives achieve appropriate balance among varying and potentially competing institutional needs?

NWTC balances potentially competing demand for finite resources, facilities and funding through systematic deployment of proven district practices. Continuous monitoring of needs is achieved through harmonic balancing of strategic objectives and alternate allocation options. The integrated practices are timely, repeatable, measureable, and afford ownership to the individual or department. Budgeting and oversight occurs continually, with historic and predictive analysis used by the SLT for fiscal management. Staff are empowered to use equipment upgrade requests, program modification, budget modification, innovation documents, advisory action item lists, and regulatory agency requirements to validate resource allocation.

c. Action Plan Development and Deployment

1.3c(1) What are the technology center’s key short- and long-term action plans?

Action plans are constructed to address the six core values of NWTC; Professionalism, Quality, Affordability, Customer Focus, Innovation and Excellence. These values connect to the district strategic goals. The SP team formulates goals and considers steps for the action plan. Goals are delegated to the appropriate staff member/committee with realistic timelines to be determined. Each strategic objective has specific goals, and action plans are designed to complete the steps necessary for implementation within the specified timeline. With these goals in mind, the SP team and SLT constantly makes shifts in priorities and [opportunities for improvements \(OFI’s\)](#) based on current needs, trends, and innovations in the organization.

These changes are made and prioritized due to up-to-date input by personnel, stakeholders, and customers.

1.3c(2) How are action plans deployed?

Deployment of strategic action plans includes collaboration with stakeholders and the following current organizational policies manuals to ensure consistency within the action plan. The steps to deployment and implementation of the action plan are outlined as follows:

- Action plan committees determine the deployment plan for a specific action plan.
- Committee leaders share the plan with senior leadership for additions and approval.
- Committee leaders collaborate with the SLT for mode of deployment of action plan to personnel and key partners.
- Senior leaders communicate the information from the committee to the personnel through staff meetings and e-mails.
- Committee chairman communicates deployment of action plan to key partners through meetings, documents, and community forums.
- Outcomes are sustained by audits conducted and the willingness to continually improve upon the action plan by making annual modifications.
- Annual meetings are held to monitor and revise action plans, as needed.

1.3c(3) How does the technology center ensure that funding and other resources are available to support the achievement of action plans while meeting current obligations?

NWTC strives to maintain a strong financial foundation that will allow for future growth and development, as well as maintain current facilities and programs. Each fiscal year, an [Estimate of Needs](#) is presented to the BOE for authorization. Once approval is given, the SLT defines site and program budgets within the organization. Funding is allocated to each department, and monies are accessed by personnel through the software program TRENDS. Financial planning is crucial to the SPP in order to secure funds to successfully develop and implement goals that are selected by the committee.

NWTC addresses funding issues for SPP through a variety of methods that includes the [conservative budgeting of 90% of estimated yearly requirements in order to have flexibility to take care of unexpected needs, annual revenue stream analysis, projections of cost of operations increase, and discussions with the county assessor to establish valuation of property and expected funds available.](#) Finally, other potential revenue sources are researched such as industry partnerships, grants, and lottery money reimbursements.

1.3c(4) How does the technology center ensure that professional development aligns to short- and long-term strategic goals and objectives and action plans?

NWTC is flexible and responsive in generating a highly qualified full-time and part-time personnel in order to meet the changing needs of the organization. Administration is constantly monitoring its programs for their value to the community and stakeholders and ensuring that the current personnel has the capability and capacity to fulfill the goals set in the SP. Individual staff members complete an ISP annually, with periodic review and updating in collaboration with the assistant superintendent of their campus. Goals are met through extensive planning, budgeting, supporting PD, encouraging advanced degrees and hiring/onboarding of new staff.

PD at NWTC is staff-driven, with a rotating committee responsible for developing the annual district PD plan. This plan incorporates suggestions from personnel and stakeholders, common need as identified through survey feedback and linkage to the district SP. *Figure 1.3c(4)-1* demonstrates the methodology and rubric utilized by the district for organizational performance review.

Figure 1.3c(4)-1 Organizational Performance Reviews

Organizational Performance Reviews				
Performance Review and Frequency	Purpose	Types of Analysis	Participants	Frequency
Strategic Plan	DP, AP	H, P, T, PC	LT, W	O
Key Performance Measures	E, BG, AP	CA, T, PC, PA	LT, W	O, A
Curriculum	I, IM, KPM	T, PC, P	LT, W	O, A
Technology & Equipment	I, AP, O	CA, P, T	LT, W	O, A
Program and Service Offerings	E, BN, AP	CA, T, PC	LT, W, BOE	O, A
Student Achievement	MB, AP	ALL	LT, W	O, A
Customer Satisfaction	CP, O	P, PC, T	LT, W	O, A
Workforce Satisfaction	EN, S, F, I, O	CA, H, T	LT, W	O, A
Financial	B, I, SP	ALL	LT, BOE	O, A
Safety / Security	SS	T	LT, W	O
Facilities	SS, AP	P, PC	LT, W, BOE	O, A

Purpose: AP-Action Plan, B-Budgeting, BG-Benchmark to determine if meeting goals, BN-Benchmark if meeting needs, CP-Customer Perception of met needs and services, CR-Career Readiness, DP-Design and plan for the future, E-Evaluation piece of SPIE, EN-Engagement, F-Feedback, I-Innovation, IM-Improvement, KPM-Provide the framework to meet KPM, MB-Meet benchmarks, O-Organizational Performance, Capabilities and Success, S-Satisfaction, SP-Strategic Planning, SS-Safe and secure educational environment for students, customers, stakeholders, and workforce, ALL-All Purposes.
Types of Analyses: H-Histogram, CA-Competitive Analysis, PA-Predictive Analysis, T-Trends, FC-Flow Chart, P-Prioritization, PC -Progress Check
Participants: LT-Leadership Team, W- Workforce, BOE – Board of Education
Frequency: O-Ongoing, A-Annually

Source: Organizational Performance Review Key Processes

1.3c(5) What key performance measures or indicators are used to track the achievement and effectiveness of action plans?

Annual performance is measured for program and instructor effectiveness using both qualitative and quantitative methods such as:

- Total student enrollment
- Certification and industry credentials
- Total positive placement
- WorkKeys credentials
- Completion/retention
- BIS/ACD repeat company rate
- BIS new company service rate

Results of these performance measures are reported in *Criteria 7; Results*.

1.3c(6) For these key performance measures or indicators, what are performance projections for the technology center’s short- and long-term planning horizons?

Figure 1.3c(6)-1 Key Performance Measures
[CLICK TO ZOOM](#)

Key Performance Measures	Strategic Goals	Collection Means	Frequency
Total Student Enrollment	Goal 1. Expand Stakeholder Awareness and Understanding Goal 2. Cultivate Student Success Goal 5. Strengthen community/business relationships	Report for BOE ODCTE / Full-time ODCTE / BIS Technology Center Profile Student Surveys Student Focus Groups Community Surveys	Annual Quarterly
Student Certification and Industry Credentials	Goal 2. Cultivate Student Success	Student Accounting System ODCTE Follow Up Reports	Annual
Completion / Retention	Goal 1. Expand Stakeholder Awareness and Understanding	ODCTE Follow Up Reports	Annual
Positive Placement	Goal 2. Cultivate Student Success	ODCTE Follow Up Reports	Annual
Budget Allocation	Goal 3. Enhance Organizational Efficiency	ODCTE Technology Center Profile Trends/ADPC	Monthly Annual
Workforce Satisfaction and Retention Rate	Goal 4. Empower Workforce Members Goal 3. Enhance Organizational Efficiency	HR Longevity Report Best Places to Work Survey Work Processes form	Annual
Workforce Community Services	Goal 4. Empower Workforce Members	Civic Engagement Form Community Surveys	Bi-Annual
Workforce Professional Development	Goal 4. Empower Workforce Members	Educational Reimbursement Report Individual Strategic Plan Innovation Forms Staff Professional Development Points	Annual
Technology Center Service Rates	Goal 1. Expand Stakeholder Awareness and Understanding Goal 2. Cultivate Student Success Goal 5. Strengthen community/business relationships	ODCTE Technology Center Profile ODCTE State Reports Partner School Service Rates New/Repeat Customers	Annual
Adult Career Development Training Hours	Goal 1. Expand Stakeholder Awareness and Understanding Goal 2. Cultivate Student Success Goal 5. Strengthen community/business relationships	Student Accounting System ODCTE Quarterly Reports # of New Offerings ACD Outreach courses Course Evaluations Community Surveys	Daily Quarterly
BIS Career and Industry Training Hours	Goal 1. Expand Stakeholder Awareness and Understanding Goal 2. Cultivate Student Success Goal 5. Strengthen community/business relationships	Student Accounting System ODCTE Quarterly Reports Course Evaluations	Daily Quarterly

Source: NWTC Strategic Plan

The [SP document](#) is broken down into five (5) goals, which are then further segmented into objectives and action plans, each target dates for completion. Performance projections are developed using historical trends, test data, and student completion/follow-up reports in addition to total enrollment and teacher evaluations.

NWTC is currently aligned with the OATC Gold Star Award Program that has many embedded performance measures related to:

- Program Standards
- Professional Activities
- Business and Industry Services

When a gap in performance is indicated, a gap analysis is completed and an action plan to address the emphasized shortcoming is created along with horizons for implementation. These may be addressed by correcting capability and capacity issues in the personnel or re-allocating resources to meet the needs that are highlighted by the analysis. Key Performance Measures (KPM) are defined and cross-walked with district strategic goals, as exhibited in *Figure 1.3c(6)-1*.

1.3d(1) Action Plan Modification

How does the technology center establish and implement modified action plans if circumstances require a shift in plans and rapid execution of new plans?

While the SP team meets annually to review the SP and make modifications as necessary, more rapid responses are generated by analysis of formal and informal collaboration between instructor/coordinator, stakeholder, and administration. When a change is warranted, the action plan is modified and deployed through senior leadership to the personnel and key stakeholders. These changes are driven by both internal and external factors that create a need for revision or modification. Current NWTC processes include review and recommendations by the district Leadership Team (LT), assignment to appropriate department or division, and deployment by staff. The LT is comprised of key personnel including the Business Manager (BM), MD, BIS Directors, Information Technology (IT) Director and the SLT. This plan follows the SPIE instrument, shown in *Figure 1.1b(2)-1*.

1.4 Leadership Results *(The goals of this item are to demonstrate: (1) the extent to which the organization is fiscally sound, ethical, and socially responsible and (2) how it communicates this information to students, business and industry, and other customers/stakeholders.)*

What are the technology center’s performance results?

1.4a. Leadership, Governance, and Societal Responsibility Results

1.4a(1) What are the results for leaders’ and administrators’ communication and engagement with personnel, students, business and industry, and other customers/stakeholders?

1.4a(2) What are the results for governance accountability?

1.4a(3) What are the legal, regulatory, and accreditation results?

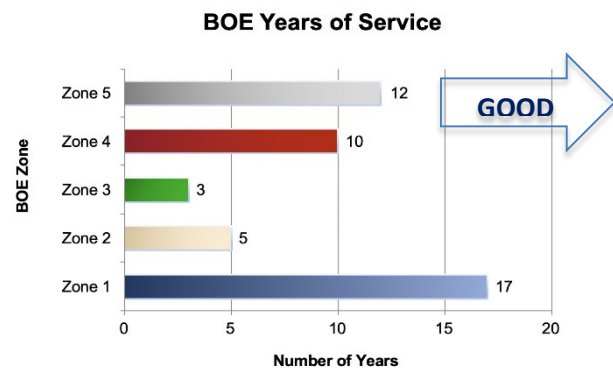
1.4a(4) What are the results for ethical behavior?

The SLT emphasizes utilization of a communication system that fosters engagement with workforce members, district communities, students, and business and industry. The Best Places to Work Survey, implemented in FY17, includes questions about employee communication and engagement levels. The survey analyzed the NWTC full-time workforce to quantify these metrics. *Figure 1.1a(2)-1* shows trending information specifically related to communication engagement and enhancement.

The SLT has created a focus on action by implementing a SPP as outlined in *Figure 1.3a(1)-2*. Maintaining compliance with the policies and procedures required by law are of the utmost importance. Monthly financial reports to the BOE are provided by the NWTC BM. These reports, presented in meetings open to the public, include function summary reports that outline yearly appropriations, money encumbered to date, and balance of funds available; balances from both the general and building funds, as well as activity fund. reports, and treasurer’s reports are also presented. Annual audit reports are presented to the SLT and BOE by an independent auditor approved by the State of Oklahoma. In the past 10 years, FY09 to FY19, independent auditors have found no reportable conditions, either material or immaterial. During the ten-year period, auditors identified three exceptions or recommendations, all of which were remedied by the next fiscal year audit. All audit exceptions are addressed by the SLT to the appropriate workforce members. Correspondence regarding procedures to address audit exceptions or recommendations are communicated to the ODCTE.

The process includes continually reviewing the goals and results as they relate to the vision, mission, core values, and core competencies of NWTC. The SLT communicates an expectation that workforce take responsibility for the deployment of the vision and values of NWTC. The action focused SPIE model, featured in *Standard 1: Leadership*. *Figure 1.1b(2)-1* illustrates the continuous opportunities for intelligent risk taking and innovation by workforce members.

Figure 1.4a(1)-1 BOE Years of Service



Source: NWTC BOE Records and Business Office

The longevity and commitment of the BOE and the SLT has contributed to consistency and stability of the governance of NWTC. The five current BOE members have a combined 47 years of experience referenced in *Figure 1.4a(1)-1* and have won such noteworthy awards as the Oklahoma State School Board Association (OSSBA) Distinguished Service Award and the OkACTE Board Member of the Year Award. Since the establishment of NWTC in 1969, only five superintendents have served as leaders of the district.

The SLT and BOE follow strict regulations to maintain business standards and fiscal accountability. Ensuring that student and stakeholder interests are protected, as well as that of the district itself. NWTC is regulated and annually accredited by the OSDE and accredited every five years by the ODCTE in conjunction with the U.S. Department of Education (USDE). Efforts by the SLT for complete compliance with all board policies and accreditation requirements have resulted in no deficiencies in accreditation reports. The SLT strives to continuously demonstrate legal and ethical behavior to the workforce, customers, and stakeholders through transparency of records, open communication, and adherence to laws and regulations.

Figure 1.4a(2)-1 Ethical Measures
[CLICK TO ZOOM](#)

Process/Methods	Measure	Method	Results		
			FY17	FY18	FY19
Accreditation	Fully accredited district & programs as required by ODCTE, OSDE, and regulatory agencies	A, G	100%	100%	100%
Safety Training	NIMS Emergency Management System Training	S	100%	100%	100%
Litigation	# of lawsuits against the district	L	0%	0%	0%
Teacher Certification Compliance	% Teachers with current credentials required in subject matter or trade	R	100%	100%	100%
IRS Violations	# of IRS violations	F, E	0	0	0
Review of Budget Activity	Written treasurer's report is submitted at board meetings for questions and comments	F, E, G	Y	Y	Y
Student Handbooks	% handbooks given to students annually	G, E	100%	100%	100%
FERPA	# of sanctions due to FERPA violations	R, E	0%	0%	0%
Ethics Management	% employees receiving ethics policies % employees informed on whom to notify about breaches	G, E	100%	100%	100%
Election Laws	# violations in electing voting, canvassing, posting	R, E, G	0	0	0
Marketing & Communication Plan	Print & social media, technology center profile available to community/BOE Discussion	G, E	Y/Y	Y/Y	Y/Y
Open Meeting Laws	# Open Meetings Violations All BOE meeting agendas & minutes posting meet posting requirements	G, R, E, L	0 Y 0	0 Y 0	0 Y 0
Employee Recruitment and Retention	BOE policies on hiring, job descriptions, evaluation BOE approval of all new hires and resignations/retirements	G, E, R	Y Y Y	Y Y Y	Y Y Y
Professional Growth	BOE & SLT participation in professional organizations BOE completion of required continuing education	G	100%	100%	100%
Advocacy	Membership in OKACTE, NSBA, ACTE, OROS, OSSBA, ASBO	G	Y	Y	Y
Financial Oversight	BOE policy & acceptance of independent audit report in minutes BOE involvement in negotiations	G, F	Y	Y	Y
BOE Action on Student Achievement	Minutes showing BOE discussion of student achievement Minutes reflect BOE approval of new programs and CTSD expenses	G, A, R, F	Y	Y	Y
Policy Review	BOE policies on governance/BOE updating of new policies	G, A	Y/Y	Y/Y	Y/Y

Source: NWTC BOE PP Code of Ethics and Standards of Performance

Ethical behavior is promoted through a Code of Ethics, a Standard of Performance and Conduct for Teachers, a Code of Conduct for Students, a Conflict of Interest policy, as well as ethical education. These are outlined in the [BOE Policy and Procedures \(PP\) manual](#). NWTC practices the principle of ensuring an ethical foundation that supports the mission of creating success in education, the workplace, and life.. Actions focus on the success of students and customers as the standard for guiding decisions. Acknowledgement that the school is accountable to the taxpayers and patrons of the local district

and to the State of Oklahoma is understood; the role of the BOE is to set policy and direction for the school district, while the role of the SLT and workforce is to implement the policies of the board in a fair and consistent manner. Any breaches of ethics are handled in accordance with the procedures outlined in the personnel section of the NWTC Board Policies. Key measures used to ensure ethical behavior are found in *Figure 1.4a(2)-1*.

1.4a(5) What are the results for societal responsibilities and support of its key communities

Investing in the societal welfare of the workforce, students, customers, stakeholders, and local community is a top priority for the SLT. As outlined in *Figure 1.4.a(5)-1 Emergency Preparedness*, NWTC assumes the serious responsibilities of protecting its workforce, students and customers. Through NIMS emergency management training, as well as coordinated safety drills and plans of action, NWTC ensures the well-being of all stakeholders.

Figure 1.4a(5)-1 Emergency Preparedness

	FY 15	FY 16	FY 17	FY 18	FY 19
Safety Drill Compliance	✓	✓	✓	✓	✓
NIMS Training	✓	✓	✓	✓	✓
100% of Workforce AED/CPR Trained	✓	✓	✓	✓	✓
100% of New Workforce Blood Borne Pathogens Trained	✓	✓	✓	✓	✓
Electronic Notification System	✓	✓	✓	✓	✓
Security Cameras	✓	✓	✓	✓	✓
Classrooms with Emergency Response Information Available	✓	✓	✓	✓	✓
Local Emergency Planning Committee Participation	✓	✓	✓	✓	✓
Staff Safety Training	✓	✓	✓	✓	✓

Source: NWTC Emergency Management Report; IT Report; Safety Audit

Statistics regarding crimes on campus, as well as campus security procedures and information are distributed annually to workforce members and students as well as posted online for public information. As shown in *Figure 1.4a(5)-2* there have been no serious criminal offenses reported at NWTC in 2016, 2017, and 2018.

Key indicators of community focus are evidenced in NWTC's support, involvement in, and partnerships with numerous groups and agencies as noted in *Figure 1.4a(5)-3*. NWTC is host to many events, community meetings, trainings, informational community presentations, and is identified as a voting precinct in Woods County. The facilities are available for events seven days a week with prior arrangements and dates scheduled through the main offices. NWTC has multiple sites for simultaneous audio and video conferencing capabilities, which allows distance participation in events via Interactive

Educational Television (IETV) saving travel, expenses, and avoiding schedule conflicts.

Figure 1.4a(5)-2 Campus Crime Statistics

	2016	2017	2018
Murder/Non-negligent manslaughter	0	0	0
Manslaughter by Negligence	0	0	0
Rape	0	0	0
Fondling	0	0	0
Incest	0	0	0
Statutory Rape	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	1	0	0
Motor vehicle theft	0	0	0
Arson	0	0	0
Simple assault	0	0	0
Larceny-theft	0	0	0
Intimidation	0	0	0
Destruction/damage/vandalism of property	0	0	0
Hate Crimes	0	0	0
Unfounded Crimes	0	0	0
Domestic Violence	0	0	0
Dating Violence	0	0	0
Stalking	0	0	0
Weapon: carrying, possessing, etc.	0	0	0
Drug abuse violations	0	0	0
Liquor law violations	0	0	0

Source: Annual Campus Safety and Security Report

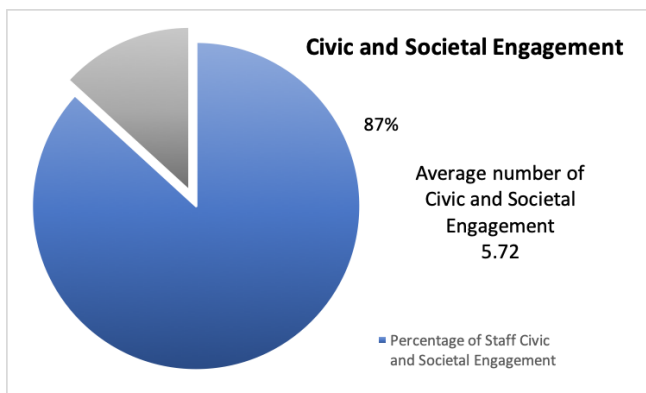
Taking intelligent risks through participation in projects such as an energy conservation initiative, “20% by 2020” with the goal of reducing energy consumption 20% by the year 2020 demonstrates NWTC’s commitment to both stakeholders and the environment. This initiative focuses on encouraging all workforce members and students to engage in energy saving behaviors. NWTC has also worked diligently to ensure energy saving through measures such as roofing projects, replacement of HVAC units with energy efficient models, low-energy lighting upgrades, and energy saving air-lock entrances. A utilities usage study is being conducted and early results show downward trends in water, natural gas and electricity. Considering factors such as unpredictable weather conditions, increased staffing, and increased student enrollment numbers utilization of less energy is encouraging.

1.4b. Strategy Implementation Results

1.4b(1) What are results for the achievement of institutional strategy and action plans?

NWTC follows a prescriptive outline of cross-walked goals and actions, as demonstrated in [Figure 1.3b\(1\)-1](#). Staying informed of community needs through involvement with community organizations, business councils, and economic development committees have allowed the SLT to implement organizational strategies and action plans.

Figure 1.4a(5)-3 Civic and Societal Engagement by NWTC staff



Source: Personnel Civic Engagement Survey 2018-19

2 – Instruction and Training

2.1 Instruction and Training (*The goal of this item is to review all instruction and training programs – full-time, BIS, ACD, ABM, BES, TANF, Bid Assistance, Lifelong Learning – offered by the technology center.*)

How does the technology center obtain information related to student learning and achievement?

2.1a Instructional Planning and Organization

2.1a(1) How is a program plan of instruction developed to support learning objectives?

- **How are programs/course outcomes measured?**
- **How does the instructional planning and organization provide adequate opportunity for all students/clients to develop the necessary knowledge, skills and competencies needed for postsecondary education and/or employment?**

NWTC employs strategic processes to [develop or modify programs of instruction through a Program Proposal Process](#).

Educational and learning objectives are determined utilizing multiple sources of data, including educational partnerships, certifying agencies, needs of industry, the community, and the student. Needs assessments through surveys, focus group meetings, job forecasting data and consultations assist in establishing a baseline foundation that allows NWTC to further examine the instructional outcomes and economic feasibility of pursuing a course or program to meet these needs. NWTC has developed, through [SPP](#).

Industry experts and certifying agencies are used to construct a framework for minimum standards and competencies for each program to be implemented. Relevant curriculum and assessments are then located, purchased and/or developed by the instructor. Course outcomes are measured by the student's performance on specific program assessments, successful completion of the industry certification(s) and/or license(s) and positive employment within the specific trade of the program. NWTC prepares students to be successful in the multiple directions that their future may lead them. Job placement, as well as proceeding into an institution for postsecondary education are both considered "Positive Placement", and appropriate resources and training towards this end is offered through the CC. This intrinsically imbeds the employability process into all instructional planning, based on providing the skills to be successful in the workplace. Providing instruction in the trade-specific academic areas of math, literacy and science is also stressed. The WorkKeys assessment affords all education partners at NWTC to collaborate in helping students reach the necessary levels required for their chosen CTE program and career pathway.

The instructors and administrators work closely with the businesses in the district on a continual basis to ensure that

skills are provided for successful employment. All program instructors meet once annually with their respective AC's to discuss the curriculum, budget, facilities, equipment and skills which are necessary in the industry. Resulting recommendations of the AC's are taken seriously and integrated into the program if possible. The administrators and staff of NWTC also partner with the area sending schools to ensure that the students are on successful pathways toward fulfilling their high school graduation requirements. The practice of including sending school staff members on NWTC AC's is promoted district-wide. Every program has a budget which is adequate to purchase curriculum, tools, equipment and supplies in order to provide quality instruction and the necessary skills demanded by post-secondary educational institutions, district employers and the associated career field. The curriculum and the outcomes for the ACD and BIS courses are developed in a variety of ways but are heavily dependent on client feedback and needs assessments. Clients, governing entities and/or industry set the desired standards and outcomes. Course evaluations, certifications, exams, and repeat customers measure the efficacy of meeting these outcomes.

2.1a(2) How does the technology center ensure each student/client has the opportunity to participate in training-related work-based experiences?

- **How are student/client work-based objectives developed, implemented, and evaluated to ensure student/client progression and skill attainment?**

All students enrolled in the FT programs are provided the opportunity to participate in work-based learning through job shadowing, clinical rotations, program industry visits and/or live work projects. Further, the students are provided with learning opportunities, such as service projects, which provide industry-related job experiences. Students who are in good standing, have completed the majority of the curriculum, and have acquired the necessary skills are afforded a capstone experience through [On-the-Job-Training \(OJT\)](#).

FT program instructors work with local industry partners to ensure that all objectives align and meet industry standards. Many local industry leaders serve on the program's AC. Their collaboration and input enables the program to meet its required standards. Work-based experiences for BIS training are integrated into the instruction, because these programs are specifically developed in partnership with each company and conducted on the student's/employee's job site or in a training laboratory located on one of the NWTC campuses.

2.1a(3) How does the technology center ensure students have the opportunity to attain industry-recognized certifications/licenses, credentials, and other outcomes that demonstrate the skills needed to meet industry-accepted standards?

NWTC has established methodologies and processes to assist in ensuring that students are provided opportunities to gain industry recognized skills and credentials. There are multiple factors that ensure students at NWTC have opportunities to attain industry recognized credentials and skills to become employable in Northwest Oklahoma. Key among these are program AC's. NWTC requires that every program conduct a minimum of one AC meeting annually to discuss all aspects of the program which would be of benefit to the student.

Skill understanding and development is attained through daily lab exercises, industry guest speakers, industry field trips, [live work opportunities](#) and OJT experiences. NWTC provides certification and/or licensures paid for by the district to all career program students. Strategically, fulfilling the NWTC Mission of "Creating success in education, the workplace, and life" is intrinsically linked to student attainment of these skills and credentials. The district has a strategic plan in place that outlines these requirements and is assessed at least annually to ensure that needs of stakeholders are being met, and specific goals are cross-linked to these actionable activities and programs.

2.1a(4) How does instruction encourage the elimination of bias and stereotyping?

- **How is instruction adapted for accommodations and/or modifications?**

NWTC does not discriminate on the basis of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information in its programs, services, activities and employment. There are several BOE policies that are directly related to the actions associated to non-discrimination.

NWTC makes every effort to ensure that discrimination does not occur during the recruitment, application, selection, admissions or instructional phases of student enrollment into each program. The marketing material, which is utilized for recruitment and informational purposes, does not include any statement that would be discriminatory in nature. The NWTC non-discrimination statement is present in all NWTC documents distributed to the public; in student handbooks, district website, and on the majority of the marketing material produced for NWTC programs. Certain exceptions, such as billboard advertisements on which the statement is not present, do exist in limited number through district marketing.

The NWTC instructor and/or administrator/counselor attend student Individualized Education Plan (IEP) meetings scheduled at the partner school with the parents when invited. The instructor has the availability to be involved in the development and/or modifications to accommodate any student and participate as a member of the instructional team with any student needs. A Modifications and Adaptations document is

completed to detail the modifications. Notation in student modification/accommodation files validates frequent review by the counselor or teacher. Students with identified disabilities are provided with appropriate modifications and/or accommodations for successful completion of skills and written tests.

Once the necessary modifications and/or accommodations have been identified, the assistant superintendent/counselor, instructor will determine the curriculum, technology, services and budget which will be required to meet the student's needs. In many cases the services and equipment are available through the CC. In these cases, the teacher will collaborate with the CC instructor to setup a schedule for the student. To further minimize bias and stereotyping in the instructional process, the district hosts annual recruitment events to increase non-traditional and adult enrollment.

2.1a(5) How does the technology center ensure instruction and training is monitored as applicable?

- **How are enrollment and class sizes determined?**
- **How is effectiveness monitored?**
- **How are revision decisions made and implemented?**
- **How is continuous improvement implemented?**

Class sizes for ACD and BIS courses are determined by calculating the cost of the instructor, curriculum and supplies as compared to a minimum number of enrollments to cover these expenses. Industry specific courses may have regulatory class size limits. Additionally, certain industry partners have requested set class schedules that incur fees regardless of class minimum size. These are on a case by case basis and coordinated with the BIS director.

FT program class sizes are determined through the evaluation of multiple data sources. These include:

- ODCTE Rules for Career and Technology Education [program area maximum and minimum enrollment numbers](#) by division
- Accreditation and certifying agency requirements
- Enrollment projections
- Facility and equipment availability
- Needs of business and industry, in-district communities and partner schools

Effectiveness is monitored through performance appraisals, student surveys, follow-up data, repeat customer rates, AC feedback and client consultations. All FT program areas are supervised and evaluated by certified administrators employing the BOE approved [Teacher Appraisal System \(TAS\) instrument](#). ACD and BIS adjunct instructors receive 360-degree feedback after every class section is completed through [targeted student surveys](#).

Decisions for revision are determined through a robust process of program surveys, stakeholder data, focus groups, public forums, AC input, ODCTE feedback from program approval/accreditation, industry requirements, third-party regulatory changes, technology progression, and follow-up data. Economic forecasts and workforce projections are viewed from a global perspective as an aid in determining future program changes needed.

Implementation is unilaterally disseminated and carried out from the SLT and through the appropriate campus-level Assistant superintendent. [Continuous improvement](#) is realized at NWTC by systematically driving all improvement initiatives from the basis of the district strategic plan. Through this plan, goals, action items, and opportunities for improvement have emerged and are acted upon. Utilization of the SPIE instrument, as shown in *Figure 1.1b(2)-1*, establishes a consistent district tool to be deployed for systemic change.

2.1a(6) How are client-specific (ABM, BIS, BES, TANF, Bid Assistance, and/or Lifelong Learning) instruction and onsite visits conducted and monitored, as applicable?

NWTC has two client-based programs, as well as a partnership MOU with Woods county to provide an [Economic Development Director \(EDD\)](#). These are valuable resources for district business and industry, communities, and individuals. [The EDD provides leadership, direction and facilitation for numerous initiatives.](#) These include the Avard regional industrial rail park, Alva arena authority, Waynoka industrial authority, Woods county industrial development authority among others. Leveraging relationships and resources through numerous area Trusts and organizations enable the director to increase the opportunities and benefits for stakeholders in NW Oklahoma. *Figure 2.1a(6)-1.*

Figure 2.1a(6)-1 Client-Specific Stakeholder Engagement Table
[CLICK TO ZOOM](#)

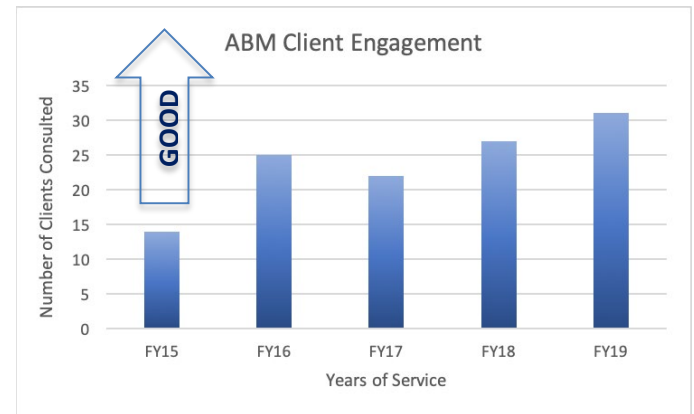
ORGANIZATION	MONTHLY	QUARTERLY	ANNUALLY	OTHER
Woods County Economic Development Committee		X		
Woods County Industrial Development Authority		X		
Woods County Industrial Authority (GO bond board)				X
Northwest Oklahoma Economic Development Authority				X
Avard Regional Rail Park Authority	X			
Alva Arena Authority	X			
Freedom West Community Development Corporation		X		
Woods County Commissioners Meeting				X
Lt. Governors Invitational Turkey Hunt			X	X
Northwest Oklahoma Alliance		X	X	
Alva area Chamber of Commerce				X
Waynoka Industrial Authority	X			
Waynoka Chamber of Commerce				X
Freedom Chamber of Commerce				X
City of Alva	X			X
City of Waynoka	X			X

Source: Office of the Woods County EDD

NWTC has access to multiple locations for incubator services, client assistance, and/or facilities for new or expanding businesses. This opportunity is a function of the

forementioned partnership and a working relationship between the EDD and the district [Agricultural Business Management \(ABM\)](#) coordinator. The ABM program at NWTC helps agricultural businesses in Northwest Oklahoma achieve their goals through improved management, organization, and efficiency. Instruction includes classes taught on NWTC’s campuses and individual, on-the-farm instruction. During these visits, the farm family and the instructor can study specific questions and problems related to the individual farm. The instruction includes record keeping, analyzing financial statements, computer utilization, future planning, production costs and tax strategies. *Figure 2.1a(6)-2* illustrates the total amount of assistance and clients served through the ABM program.

Figure 2.1a(6)-2 ABM Client Engagement



Source: ABM Client Tracking Report

2.1b Resource and Materials

2.1b(1) How are instructional resources, technology, and supplies provided to support the learning objectives of the program/course and meet the needs of students/clients served?

NWTC requires that every department and program review and maintain a [current inventory of the equipment and technology](#) on an annual basis. This is utilized to determine that the current equipment: 1) is still in-place, 2) is in satisfactory condition and 3) still meets the needs of the department or program. Shared Google documents and a restricted staff website portal are tools utilized in [managing this inventory and disseminate information district-wide.](#)

Annual [equipment requests](#) are solicited by both assistant superintendents from all program areas and staff departments on their respective campus in March of each year. These lists are required to have a prioritized ranking, estimated cost, and must include a rationale for purchase. This rationale must include the relationship to learning objectives, client needs, and/or regulatory requirements. Equipment and facilities in need of upgrade or retrofit are included in this document as well. Submissions are compiled and shared with the

Superintendent for review and next steps. The timing of these requests is coordinated to coincide with budgetary planning for the next FY.

Every program or departmental area is provided an annual budget which is utilized to purchase instructional materials, equipment, technologies and supplies during the course of the FY. Additional funds needed during the FY for instruction and training can be requested by staff through the use of the budget one-time increase form.

2.1b(2) How do instructional resources and supplies meet the needs of students/clients with disabilities needing additional accommodations and/or modifications?

NWTC complies with ADA rules and regulations to ensure appropriate CTE training is available to maximize learning opportunities and experiences for students with disabilities. NWTC staff work closely with the partner schools and adult students enrolled/enrolling in FT programs to ensure a smooth transition through 504 forms and appropriate modifications/accommodations of [IEPs](#). Modification sheets, developed by the IEP team, are given to each FT program instructor and stored in a secure location. Accommodations for an adult's disability will be made by NWTC if possible after the student has made the district aware of his/her disability through the appropriate campus counselor. For adult students, relevant staff and the student meet to develop and review the requested modifications.

Once the process detailed above is complete and the needs of the student have been determined, the district acquires equipment and instructional materials deemed necessary for maximum student learning outcomes. NWTC utilizes the CC coordinator and other appropriate staff to assist students by performing tasks such as reading tests and providing one-on-one help.

2.1c. Leadership Development

2.1c(1) How do the career and technical student organizations (CTSOs) align with the desired student outcome?

2.1c(3) How are CTSOs integrated into the curriculum?

NWTC believes that student organizations are a necessary component of student success. The district's belief is evidenced by the fact that 100% of FT student membership fees are paid for and provided to every student by the district. Opportunities are thereby intrinsically built into all instructional programs. These CTSO's offer both leadership and skill activities that are a co-curricular and integral part of each student's learning experience.

The instruction for all student organizations include leadership and employability skills. These skills are practiced within the student's program on a daily basis and reinforced with devoted

time in the CC which is located at each campus. While in the CC, the students are required to complete a resume, cover letter, portfolio and encouraged to participate in mock interviews. All FT program areas have regular structured class time in the CC. The CC provides valuable instruction in the development of professional skills, portfolio creation, resume building, job applications, and interviewing skills. CC coordinators also assist students with obtaining employment.

These curricular objectives are imbedded and integrated into the curriculum in a number of ways. CTSO competencies are outlined and summarized in the course syllabus of each program. Instructors reinforce professional skills daily during class by accountability for punctuality, appropriate workforce modeling, teamwork and communication skills. CTSO skill competitions are effective in the development of the technical skills corresponding to their instructional area. Leadership contest areas enhance student professional skills and abilities. Students strive toward excellence as evidenced by the number of district, state, and national qualifiers from NWTC. Additionally, the students have the opportunity to participate in community service projects and other activities.

2.1c(2) How are CTSOs marketed to students?

CTSOs are marketed to students in several ways. The website and student handbook provide an overview of the different student organizations, but the primary method of marketing is within the student's specific program. All program instructors integrate their respective CTSO into their courses of study. The purpose and benefits of the CTSO are discussed by instructors and together with program students a Program of Work (POW) is created. Students are recognized at partner school awards ceremonies and functions for their performance at NWTC in their CTSO. Print and social media, as well as other technology-based platforms allow the marketing department and instructors to showcase CTSO activities and successes. During on-campus recruitment events, such as Sophomore Tours, student awards and projects are showcased to generate interest in the respective CTSO. Finally, NWTC is committed to the importance of the CTSO program by covering the cost of memberships, registrations, meals and travel expenses for all students attending the full-time programs.

2.1c(4) How does the technology center encourage and support participation/leadership opportunities throughout their district?

2.1c(5) How does the technology center encourage and support participation/leadership opportunities beyond the local level?

District leadership opportunities at NWTC expand broadly beyond CTSO engagement. The SLC is a cooperative capstone experience for students from NWTC and HPTC. Students apply, interview and are accepted to this annual program. SLC exposes students to advanced leadership training through

specific sessions on etiquette, goal-setting, communication, political awareness, teamwork, and post-secondary opportunities. NWTC serves as the fiscal agent for this program, coordinating all schedules, agendas, activities and learning outcomes.

NWTC facilitates an innovative leadership experience entitled Northwest Career Academy. Public school students entering the 8th grade from all in-district schools are encouraged to apply and interview for this summer camp. Approximately 15 students are accepted annually. The four-day intensive leadership program, typically held at the end of May, focuses on entrepreneurship, community service, goal-setting, area business and industry, and teamwork. This program is held at the Alva campus, with activities conducted throughout the district. Students who successfully complete the program are invited to return each year for a one-day leadership honing event. Those that successfully complete this process through high school graduation are awarded a \$1000 post-secondary scholarship. These events, from application to completion, are facilitated by the district ABM coordinator.

Existing NWTC FT students are afforded the opportunity to be selected as a tour guide or ambassador for the district. These individuals assist in all partner school group tours of NWTC, recruitment events and community civic presentations. In addition to learning more about NWTC, students gain valuable communication and leadership skills by interacting with stakeholders.

Community service activities reinforce leadership and civic engagement among NWTC students. All FT program areas complete a POW which specifies the community service projects decided upon by the class for the current school year. Additional all-school initiatives provide holistic opportunities to all students. These include blood drives, Trick-or-treat walkthroughs for elementary students, Christmas adopt-an-angel and penny wars for worthy causes.

2.1c(6) How does the technology center ensure student organizations and members employ ethical practices and professional conduct while participating in organized activities and events?

NWTC demands strong ethical conduct from our students at all times. Through 100% membership in CTSO's, all students are instructed in how to display high ethics and conduct, as well as the professionalism and performance expected in the career and workplace. Each student organization has a corresponding Code of Conduct that aligns with program and career field standards. The District outlines student expectations in both the Student Handbook and BOE Policies and Procedures. These detail clearly outline the expected student conduct while attending CTSO activities and events. Students who violate the code of conduct are required to leave the activity and may be subject to additional disciplinary actions.

2.1c(7) How does the technology center ensure student organizations develop and carry out their programs of work?

NWTC has a strong legacy of conducting student-driven CTSO activities that are valued by both our sending communities and stakeholders. Each year the student leaders in each program area meet with the instructor to plan events and develop a program of work. The members of each CTSO then assume the responsibility of ensuring that the event(s) are successful. These activities are supported by the teachers, student advisors and administrators and approved by the BOE when applicable.

2.2 Student Learning Results (The goal of this item is to demonstrate quality and value of instruction, training, and services that enable students, business and industry, and other customers/stakeholders be successful.)

What are the technology center's performance results?

2.2a Instruction and Training Results

2.2a(1) What are the results for learning and customer service processes designed to meet the needs of students, business and industry, and other customers? (examples – full-time programs, BIS, ACD, ABM, BES, Bid Assistance, TANF, and Lifelong Learning)

All campuses submit ODCTE student follow-up information and metrics annually to measure the following information: 1) Enrollment [Alva Fairview](#) 2) Retention, 3) Occupational Completer, 4) Program Completer, 5) Course Concentrators, 6) Transfers, 7) Leavers, 8) Drops, 9) Military, 10) Related Employment, 11) Non-Related Employment, 12) Continuing Education, 13) Unemployed, 14) Percentage of Capacity and 15) Positive Placement. This data is analyzed annually and provides such information as increasing or declining enrollment, completers or placement within each program.

BIS and ACD enrollment trends are used to demonstrate the effectiveness of course and training offerings, as well as to make adjustments based upon stakeholder feedback. Customer and client reports provide another layer of quantitative data to establish baseline outcome expectations and to assist in forecasting future needs. Meeting these demands is facilitated through several NWTC departments and training areas.

BIS services include:

- ABM program
- Customized industry training
- ACD courses
- Safety Training
- Emergency management planning
- WCEDC
- Training for Industry (TIP) program

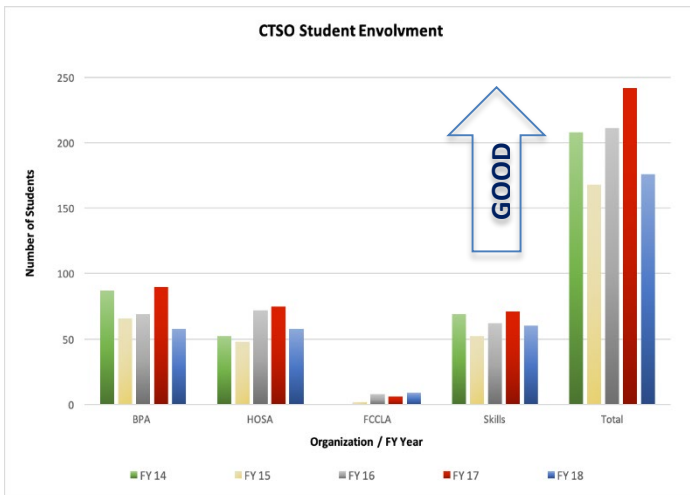
Additional FT, BIS and ACD data is illustrated in the aggregate results for these metrics shown in *Standard 7: Results*.

2.2a(2) What are the results for Career and Technical Student Organizations (CTSO) student involvement?

NWTC believes that CTSO involvement is an intra-curricular component of student engagement and resultant success. This philosophical foundry is evidenced through 100% membership for all students enrolled in FT programs at NWTC. [Student organizations annually develop a POW for their individual FT program areas.](#) These are submitted to the respective assistant superintendents at each campus for review and approval. Each POW requires the students to develop and plan at least one class-sponsored community service activity each school year. Ideally these are related to application of the skills and abilities included in the program learning objectives. Examples of these include blood drives on both campuses sponsored by health program areas, community car service events.

Competitions and leadership conferences add to the overall student experience, and the NWTC BOE supports these endeavors through policies designed to assist with student expenses to attend. Through on-campus vending sales, the district is able to collect funds and place these in an activity fund account for student expenses not covered by the district general fund allocations. NWTC prides itself in supporting students to achieve 100% membership in all CTSO's, as evidenced in *Figure 2.2a(2)-1*. This demonstrates the commitment of NWTC staff, administration and the BOE to encourage student participation.

Figure 2.2a(2)-1 CTSO Student Involvement
[CLICK TO ZOOM](#)



Source: NWTC Student Services Office Accountability Report

3-Support Services

3.1 Student Support *(The goal of this item is to review support services available to students at the technology center, including career guidance and advisement, academic integration, and job placement.)*

How does the technology center obtain information about academic and career guidance and advisement?

3.1a. Career Counseling and Advisement

3.1a(1) How does the technology center assess appropriate placement within instruction and service offerings? How is this information communicated?

High school students are admitted into specific FT programs based on multiple factors, including career interest, academic preparation, articulation with sending school courses and expected outcomes. Career program interest is gauged through tours and subsequent pre-enrollment interest surveys. Placement is in collaboration with sending schools taking student interests, career goals and graduation requirements into consideration. This process is supported by continuing to build the relationship with counselors, instructors and administrators. Adult student enrollment candidates proceed, with the guidance of the counselor, through application, financial aid, academic assessment and personal interview processes. Student accommodations necessary through an IEP/504 or other disability are addressed by the counselor, administration and instructor on a case-by-case basis.

All students accepted to a NWTC program receive a letter in the mail that informs them of their status and provide next steps. Students that have been accepted will receive additional phone calls and/or mailings from the time that they are accepted until the first day of school. Students that are not accepted are counseled individually with their sending school counselor, NWTC staff and guardian(s), if applicable. Reasons for non-acceptance include program capacity, incomplete prerequisite attainment and specific sending school needs assessments and placement advisement.

3.1a(2) How does the technology center ensure all students have an updated individual career plan and/or Perkins program of study on file that is reviewed regularly?

- **What is included on a student’s individual plan?**

The career counselors and CC coordinator at each campus work with student to ensure that individual ICAP’s/plans of studies are current and that the student is still on track for their career goal. Plans are reviewed regularly during the year by the CC coordinator, counselor and instructor. Changes and modifications, if needed, are coordinated with partner school staff and the parent of the student. ICAP and Career Plan (CP) information, processes, and document location is illustrated in *Figure 3.1a (2)-1*.

Figure 3.1a (2)-1 – ICAP Processes

	Individualized Career Plan Elements					
	Career Center	OKcareerguide	Student File Central Office	Portfolio	LPN Application	Counselor
Identified Career Goal				X		
Academic & Technical Courses that support Career Goal - Graduation Checklist	X					
Assessment Data						
WorkKeys	X					
TEAS		X				
Interest Inventories					X	
Competency/Certification Results	X					
Transcript	X		X			X
Career Cluster and Career Pathway Information		X				
Career Program Courses			X			
Enrollment Start and End Dates			X			
Job Shadowing Experience			X			

Source: ICAP Career Services Report

3.1a(3) How does the technology center ensure effective transition to advanced credentialing or postsecondary studies?

NWTC counselors and CC coordinators annually meet with FT program students to ensure that each has a current individual career plan that has accommodations for transitional options toward postsecondary opportunities and advanced credentialing. All of NWTC’s FT programs have a [Career Tree](#) created specifically for their program to serve as a visual resource for instructors to use with their students. These trees have sample career goals listed for various education levels and occupational outcomes for numerous careers within each program trade area. Students who identify specific “branches” of the tree that they are interested in pursuing further are provided individual guidance from the program instructor, CC coordinator and counselor. Students utilize the OKCareerGuide to do research on various careers and opportunities available within the broader instructional areas that the Career Trees delineate. Modification and evolution of their ICAP based upon this research is facilitated cooperatively with NWTC and sending district personnel.

Other efforts to ensure advanced credentialing or postsecondary studies include:

- Advanced standing/Cooperative agreements (i.e. LPN/NWOSU, Apprentice/Journeyman track, Student ASE CNA/CMA)
- Professional skills
- Job postings through CC
- Resume services
- Special services – Department of Rehabilitative Services (DRS), WIOA, Veterans Affairs (VA) assistance
- Industry-aligned curriculum
- College/Military/Job fairs

- Job Shadowing
- Supervised Work Experience (SWE)/OJT
- Clinical site participation
- Modeling industry in the classroom (work orders, dress, etc.)
- Personnel and workforce staging
- Student certification opportunities

3.1a(4) How does the technology center ensure equitable access to support services and provide responsive services?
3.1a(5) How does the technology center collaborate with partner schools regarding student information (examples – IEPs, 504s, health plans, credentials/certificates, etc.)?

CC coordinators, counselors and the Financial Aid Director (FAD) are in constant communication with students, guardians, administrators, counselors and teachers on an ongoing basis. These individuals provide counseling, guidance and informational services related to recruiting, admissions, plans of study, community resources, transcripts, Financial Aid (FA) and other services. NWTC counselors, administrators and instructors are collaborative members of all IEP/504 teams involving students attending the technology center. This group works to assist in the creation of student goals, accommodations and modifications. Dedicated mathematics instructors at both campus sites allow access for students with limited course access at their home partner school to obtain mathematics credit that is transcribed toward their graduation requirements.

Equitable access is reinforced through NWTC BOE policy and facilities management as a function of meeting or exceeding all ADA compliance and non-discrimination issues. Accommodations for students with needs based upon federally defined disadvantages are served through ancillary programs such as Project HOPE.

3.1b. Academic Integration and Enhancement

3.1b(1) How does the technology center ensure academic credit courses adhere to state/federal legislation/guidelines annually?

NWTC maintains constant communication with the ODCTE, OSDE and legal counsel to ensure that all academic course offerings adhere to guidelines. These guidelines include state reviews by the OSDE through annual Regional Accreditation Officer (RAO) site visits, ODCTE annual and five year reviews as well as OCAS code alignment. All NWTC sending schools are assisted with documentation and verbiage to present to their respective BOE's for approval of NWTC academic credits and transcription of these credits towards successful high school matriculation. These MOUs are annually approved by each partner district at the beginning of the school year and kept on file at NWTC. All NWTC instructors are either highly qualified for the academic credit areas taught or have a plan in

place to obtain this status and an MOU agreement in place as indicated above.

Annual review of academic course requirements and legislative changes to them is conducted by the NWTC counselors and administration in conjunction with each partner school administration.

3.1b(2) How do career and technology education instructors develop strategies for integrating academics and other essential skills into program instruction?

The CC coordinator annually assesses the mathematics, reading and communication aptitudes of each student utilizing the WorkKeys assessment tool. Results are used to assist instructors in providing curricular components that match the student career goals. Academic core competencies are imbedded in the curriculum of each technology center program. Instructors work with the CC and administration to review minimum academic competency levels for entry-level occupations within their career program area. Curriculum academic components, such as mathematics, language arts and science are integrated through applied learning in both the classroom and shop/laboratory.

Technical and professional skills are provided for all FT program students through their instructional courses, CC training and workforce modeling/staging. Every program is required to conduct an AC meeting annually. During these meetings the members are asked to provide input related to the curriculum and skills necessary for their related trade area. This feedback is incorporated into the enhancement of classroom and laboratory expectations that mirror industry. AC minutes and action items demonstrate the vertical integration of this input from conceptualization to application.

3.1b(3) How do the instructors assist in determining goals and selecting materials and instructional aids used for integrated academic skills development?

3.1b(4) How do students understand the purpose for integrating academic instruction into their career preparation training?

3.1b(5) How do students receive academic instruction through a variety of delivery methods/systems?

Assistance with determining goals and selecting materials and instructional aides are an outcome of strategic instructional initiatives. Determining academic program goals and material selection is a collaborative effort between the program instructor, mathematics instructor, CC coordinators, counselor, administration and the program's AC members. Goals are defined and exhibited in course syllabi and curriculum matrices. Prior to implementation, these goals are cross-walked with district strategic goals to ensure congruity and alignment.

Instructors are required, as part of their role as subject matter experts, to source and order software or curricular materials that may need to enhance applied academic instruction in their program. NWTC encourages all instructors to visit with local trade specific industries to develop relationships and ensure that the instructor fully understands the trade and academic skills that are needed for students entering the occupational area. Global knowledge and awareness of academic requirements of industry are gained through state and national career conferences, advanced training opportunities and seminars afforded through the NWTC innovation process and PD committee surveys/offers.

Instructors are tasked with the responsibility of locating curriculum, instructional aids and equipment that meets the technical and academic training requirements of the program and industry. Each local administrator communicates with instructors to make these changes, with collaboration resulting in purchase of needed materials and/or PD training. Industry visitations are structured during staff development days and with program students via field trips. Student industry exposure relates academic purpose to their learning and actual occupational outcomes in the district. A united focus on outcomes as related to student skill level for the workplace drives these decisions, which are accomplished through either instructional budgets or equipment/innovation requests. Evaluation of the efficacy of these implemented processes is facilitated through the SPIE process model, as shown in *Figure 1.1b(2)-1*.

Education Planner learning style assessments are administered to all FT students by the CC coordinator. Data obtained from this assessment is used to aid instructors in mixed-method instructional delivery models that accommodate multiple learning styles. Students are counseled in interpretation of their own learning styles and given techniques to assist them in learning. Cross-curricular instruction between two or more NWTC instructors enhances student academic skill development by demonstrating application of theoretical concepts already learned.

[The district encourages and allows leave opportunities for instructors to visit similar programs across the state to observe how differentiated delivery methods and innovative practices.](#) Instructors share these experiences with their peers at both campuses through individual PD breakout sessions. This capitalizes on implementation opportunities for Best Practices gleaned from across the state technology center system.

Student understanding of academic requirements of their chosen CTE program and industry area through numerous delivery systems. These methodologies are designed to address the students specific learning styles, aptitudes and abilities. Through hands-on/project based lessons, teacher led demonstrations and lecture, presentations and computer based interactive instruction. Guest speakers, job shadowing and

OJT all reinforce the need for academic aptitude by direct communication with professionals in the field. Live work affords students the chance to apply learned academic and technical skills in a real-world environment. Web-based systems allow students to move through the instructional materials at their individual rates of progress.

Every student has an ICAP that is reviewed regularly by the counselor, instructor, student, and guardian(s). This plan clearly indicates the required academic aptitudes necessary for their chosen career path. Certification, licensure and ODCTE competency testing all require the student to demonstrate academic proficiency to successfully pass the assessment. Through the CC, resumes, job application, and mock interviews all refocus student learning towards the importance of academic written and verbal communication skills.

Instructors seamlessly integrate academics into the curriculum by embedding these core competencies in technical skill application and hands-on learning. This is accomplished through a variety of techniques including use of the CC, on-site mathematic instruction and techniques learned at NWTC PD meetings and other conferences and workshops. Academic theory is reinforced in the laboratory where students are required to utilize the concepts to complete the related skill(s). Students receive reflective reinforcement and are better able to understand the purpose of learning modules through application. Flexible opportunities for CC access to test and work on job skills is afforded outside of normal school times during the summer intersession.

3.1b(6) How does the technology center assist students in preparing for student organization academic skills demonstrations/competitive events, industry credential exams, high school equivalency testing/end of instruction exams, certification exams, college admissions testing, and/or access to community instructional resources?

CTSO competitions present academic integration opportunities through both skills and leadership events. Students competing in public speaking, job interviewing, creative writing, and technical analysis contests demonstrate language arts and communication competency, which is enhanced by working with the instructor, CC coordinator and appropriate Subject Matter Experts (SME) staff prior to competing. Academic skills in the areas of mathematics and science are expressed and applied in CTSO skill contests such as regional science fairs and related technical math events.

Students are prepared for industry credentialing exams through use of an industry-aligned curriculum, focused test preparation sessions, and instruction that directly relate to both the specific certification exams and broad-based occupational application in the field.

Preparation for academic and matriculation-related assessment are provided to students through GED high-school equivalency training, ACT test preparation, ACT classes and Advanced Placement (AP) classes. Counselors coordinate ACT workshops by sourcing industry experts, managing facilities and schedule and supervising the program. Remediation is offered for academic areas and to help students achieve increased performance results on assessments such as WorkKeys. The CC provides supplemental assistance through ACT practice assessments, use of the OK Career Guide, resume building and job seeking skills.

3.1c. Placement

3.1c(1) How does the technology center assist students in learning about current TRENDS in the labor market and in developing job search skills?

NWTC instructors stay connected and up-to-date with current TRENDS within their chosen trade through PD activities, AC board member feedback, program-specific guest speakers and industry tours. These TRENDS and labor-force requirements are shared frequently with students during class and laboratory/shop instruction. OJT, job shadowing, clinical rotations and internship opportunities assist students in understanding the labor market and how to approach the job search process.

Employability skills are imbedded in the curriculum of each program area, with additional training occurring through the CC coordinator. All students attend the CC to specifically work on employability skills and the CC coordinator is the primary district contact for all job postings. Postings are also made available on the CC website. Employment opportunities are shared as they become available with the staff and student population. For interested and qualified student applicants, additional focused assistance in honing skills related to the particular job offered is afforded by the instructor and CC coordinator.

Course objectives include workforce staging and placement as capstone activities that students are encouraged to attain for a more complete knowledge of labor markets and their role in chosen occupational areas. Instructional staff are encouraged to take the students to the area businesses and job sites to help students gain a better understanding of the actual job site and relate it to their experiences in the classroom. The instructors utilize work-based experiences and/or job shadowing opportunities to help students gain a better understanding of the requirements and responsibilities of the trade that they are studying.

3.1c(2) How does the technology center ensure all students have access to postsecondary education and training options?

Students are provided with opportunities throughout the school year to meet with postsecondary education representatives and/or visit the college campuses and attend college career fairs. Many instructional programs have cooperative agreements with regional colleges and universities for advanced standing and/or college credit. The CC allows students to use the technology and equipment in the program for completing applications to colleges or other post-secondary educational entities, scholarship applications and FA documentation.

NWTC offers a Northwest Tech Tuition Waiver to post-secondary students who are graduates of in-district high schools. The tuition waiver can be used within the first three years after high school graduation or attainment of a GED, and applies to any FT program that NWTC offers. Reciprocity of training opportunities, which exists through an MOU between several technology centers and NWTC, allow a student to apply and be accepted for a program that is not offered locally and pay the in-district adult tuition rate to that technology center. The NWTC Foundation offers scholarships to completing students to further their education or training beyond NWTC. These funds can be applied for tuition or industry-required training and equipment. The foundation is integrally connected to NWTC through numerous partnerships and scholarship funding by former staff and students via the foundation.

NWTC employs a FAD who is available to discuss FA opportunities for students desiring to continue their postsecondary educational experience. FA information and links to the Free Application For Student Aid (FAFSA) are also available on the NWTC website. NWTC also participates in FA information sessions called Parent's University. This event is a partnership between NWOSU and NWTC. Students are made aware of the multiple pathways available to them once they have completed their program at NWTC. The career counselors and CC coordinators discuss opportunities available in addition to higher education and technical training such as military enlistment.

3.1c(3) How is interaction with business and industry (outside of OJT – OJT), postsecondary, and military representatives incorporated into student training experiences?

3.1c(4) How does the technology center inform students of placement opportunities, including job openings, military, and scholarship information?

- **Is job search assistance, including referral services, accessible to all students?**

3.1c(5) How are all students informed and provided assistance following program completion to support job placement, refine search strategies/skills, and develop retention skills for continuing employment?

FT instructors work to develop and maintain relationships with the local business and industry partners. These partners, as a

result of this collaboration, frequently send representatives to share expertise with NWTC students. This can be through one of several venues, such as guest speakers, local contest judges, interview practice team members, and tour assistants. The Alva campus of NWTC provides office space for the VA assistance program, FWDC (home buying and entrepreneur development), WCEDC (business start-up, business incubation, expansion) and a WIOA assistance coordinator. This on-site availability and cooperative work with NWTC staff due to proximity presents many support and educational avenues for current and former students. Instructional staff are strategically positioned through *Strategic Goal 5: Strengthen community/business and industry relationships* to effect meaningful positive growth in student industry knowledge and competency. Through field trips and tours of local employers, students gain valuable real-world experiences that they can directly relate to their classroom and laboratory/shop learning modules.

Post-secondary representatives from area colleges and universities engage with NWTC students through on-campus presentations, campus tours, and cooperative learning activities with the technology center. NWTC partners with NWOSU in Alva to host scholastic meets, college days and select summer camps to showcase these opportunities and linkages to current and future students. Military recruiters and representatives are allowed to present to students at the technology center annually, with special emphasis on how their technical program relates to a corresponding military job classification. Job placement assistance is offered to all current or past NWTC students, from high school to adult students in all FT, part-time and adult continuing education programs. This is a function of numerous individual staff members and departmental areas.

The CC coordinators maintain a list of currently open job postings within the district. These postings are shared with instructors and students through email, personal contact and the CC webpage, if available. Assistance with professional dress, interviewing skills and question techniques are afforded through the counselor, administration, and BIS staff in addition to the aforementioned CC coordinator. Resume updating and development is offered as a service to all students, including alumni, in perpetuity as a community service.

Job retention skills are incorporated in employability training, presentations by industry experts and competitive events related to job seeking. These reaffirm to the student that maintaining and progressing in their chosen career field depends upon their ability to possess and hone employability skill sets. The CC coordinators provide employment preparation assistance to the students through the process of developing a portfolio, resume, cover letter, completing the application and preparing for possible interviews. Mock interviews and presentations from guest speakers also allow students to become aware of job opportunities and connect with

local points-of-contact who can guide the application process within any specific organization.

3.2 Communication, Marketing, and Engagement (*The goal of this item is to capture meaningful information essential in building a more student, business and industry, and other customer/stakeholder-focused culture that exceeds expectations and enhances loyalty.*)

How is information obtained from students, business and industry, and other customers/stakeholders and used to meet their needs and build relationships?

3.2a. Communication Groups and Methods

3.2a(1) How are customer groups and market segments determined?

Customer groups and market segments are determined through (1) NWTC's services for FT training programs, partner schools, BIS and ACD training, (2) through NWTC's SPP, and Western Oklahoma demographics. NWTC's Communications and Marketing Plan (CMP) is revised annually and submitted to our BOE for approval. The plan has clearly defined customer segments, objectives, strategies, dates, responsible parties, and evaluation methods. The CMP identifies target groups and strategies. The District follows the research, analysis/action, communication, and evaluation components defined throughout the plan. The following table, *Figure 3.2.a(1)-1 Customer Groups and Market Segments*, lists primary customer groups and market segments.

Customer groups and market segments included are:

- External Internal
- Partner Schools
- Prospective Adult Students (All Ages)
- Professionals Seeking Continuing Education
- Business Owners
- Manufacturing Companies
- Avarad Regional Rail Park Authority
- Major County Economic Development
- Waynoka Industrial Authority
- Alva Industrial Authority
- Woods County Industrial Development Authority
- Health Industry Organizations
- Emergency Responders
- Farmers and Ranchers
- Civic Organizations
- Alumni
- Legislators
- ODCTE
- Media
- Staff
- Current Students
- BOE Members
- Advisory Committee Members

Figure 3.2.a(1)-1 Customer Groups and Market Segments

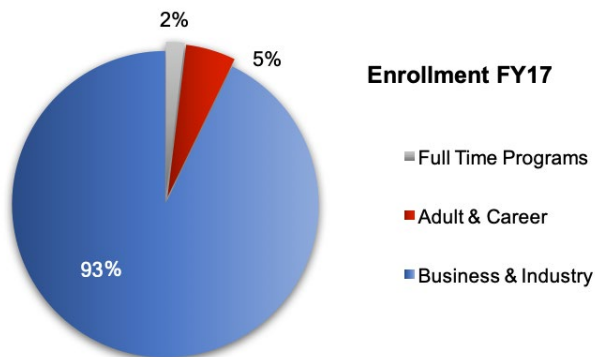
STUDENT & STAKEHOLDER SEGMENTS	LISTENING/COMMUNICATION METHODS	CYCLE
Full-time Program Students • Secondary • Post-secondary	<ul style="list-style-type: none"> • Student Focus Groups • Student Satisfaction Surveys • Participation in Advisory Committees • Participation in Superintendent's Leadership Class • CTSO Activities • Signing Day / Draft Day 	A, O
Business & Industry Students	<ul style="list-style-type: none"> • End of Course Evaluations • Comments from students 	O
Business Owners/Employers	<ul style="list-style-type: none"> • Advisory Committee Participation • Consultations and needs assessments, • BIS Breakfast • Executive Business Council 	A, O
ACD Students & Community Members	<ul style="list-style-type: none"> • End of Course Evaluation • Social Media, NWTC Website • Surveys at the county fair • Open House 	A, O
Partner School Districts	<ul style="list-style-type: none"> • Quarterly Administrative Meetings with Superintendents/Principals • Career Activities with students (6th, 8th, 10th Grades) 	Q, A
Parents of Secondary Students	<ul style="list-style-type: none"> • E-mail • Phone calls • Social media • Parent-teacher conferences 	O
NWTC Workforce	<ul style="list-style-type: none"> • Employee Engagement Survey • Staff Meetings • Committee Meetings • Tech Tuesday • Staff Meetings • Leadership Team Meetings • Monday Memo • Shared Calendars 	A, M, P

A-Annual, O-Ongoing, Q-Quarterly, M-Monthly, P-Periodic

Source: NWTC Strategic Plan

NWTC offers 17 career-training program areas, with over 54 career options available in these career programs. Each year approximately 609 ACD classes are offered; FY18 enrollment data for BIS classes indicated over 10,728 enrollments from business and industry customers. Figure 3.2a(1)-2 shows the enrollment breakdown among career major students, ACD students, and BIS students.

Figure 3.2a(1)-2 FY17 Enrollment Breakdown



Source: ODCTE Technology Center Profiles Report

NWTC consistently serves a high percentage of the eligible high school juniors and seniors in the partner school districts. In FY17, over 35.57% of the juniors and seniors attended the technology center, which is well above the state average of

19.59%. NWTC's partner school service rate has remained as one of the highest percentages among the 29 technology centers.

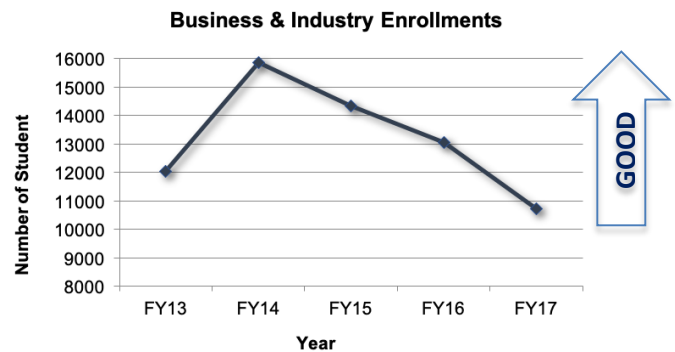
With the challenge of a declining population base in the service area, NWTC has responded by increasing programs and services that appeal to new segments of the population. Beginning in FY11, partnerships with various energy companies were formed. Through the expansion of BIS courses to a booming energy industry, training for oil and gas drilling companies and related service companies have dominated the BIS training for this four-year window. Figure 3.2a(1)-3 reflects this unprecedented BIS growth and the subsequent new plateau of BIS training in the district through FY18.

Decline in the energy sector in Northwestern Oklahoma beginning in FY17 created an opportunity for BIS to refocus efforts and services. Meeting the needs of new and existing business and industry: these innovations included the addition of fire-training, Franklin Covey leadership training, customer service training, Programmable Logic Controllers (PLC)s/motor controls, OSHA, TI training simulator and CLEET training. In FY19, NWTC began hosting ACD courses in sending district communities.

Growing concerns from stakeholders about the quality and availability of rural healthcare in northwest Oklahoma, prompted NWTC to gather information from the medical community, nursing homes, partner high schools, and residents in the technology center service area. As a result of listening to customer requests for new markets, a PN instructional program and Biomedical Science programs were implemented.

In addition, the existing HCC program was redesigned to offer career majors in Nursing Assistant, Pre-Nursing and Emergency Medical Responder. Continuing the health-driven focus on student and customer training, additional courses in the area of sports medicine. BIS instruction was increased to serve this market segment, offering evening CNA courses were instituted to meet the growing demands of the healthcare industry and the need for nurse aides at numerous district facilities.

Figure 3.2a(1)-3 BIS Enrollments



Source: ODTCE Technology Center Profiles Report

3.2a(2) How does the technology center determine and implement methods and media appropriate for each targeted audience, to include individuals with disabilities, non-traditional students, English language learners, and minorities?

NWTC uses several methods of communication: Internet, Social Media, Print Media, Digital Media, in-person, One Call notification system and other forms of electronic communication. NWTC identifies the method(s) of communication that is favored by the target group. An example of outreach to a non-traditional group is the large amount of homeschool students in the southern part of the NWTC school district. Information packets, individual tours and on-campus hosting of homeschool competitive event teams increase the awareness of NWTC as an education option for the target audience.

Non-discrimination, particularly involving district communication, is ensured through a robust system of checks and balances. All external communication on a district level, whether via social media, print or other method must be approved by the MD prior to dissemination. NWTC utilizes a variety of methods to communicate with the district at large as well as specifically targeted groups. The inclusion of Spanish-speaking customized industry adjunct trainers, advertisement in minority-predominant publications and the availability of translators on site all assist NWTC in meeting the needs of our diverse population. Depending on the type of information necessary to communicate, BOE policy and federal law will dictate the method and medium used. NWTC’s nondiscrimination statement is included in print media. Job postings, managed by the district Human Resources director (HR), are always Equal Opportunity Employer (EOE) compliant with some positions preferring bilingual skills. Through the efforts of contract construction firms, administrative oversight, maintenance director monitoring and BIS facility audits NWTC’s campus is assured to be ADA compliant.

Non-traditional students are recruited through a gender-neutral recruitment and program selection process, with program material exhibiting no gender bias. Students enrolled in programs that would be considered non-traditional for their respective gender are recognized locally and on a state level through the ODTCE Breaking Traditions award program. Targeted marketing to specific minority audiences is driven by the appropriate district training area and coordinated with the marketing department. Marketing for BIS training programs that are industry-specific use the avenues of employer-direct contact, industry trade events and industry site visits to ascertain need and ensure that the district is meeting the diverse

instructional demands of these partner industries. An example of this diversity focus includes offering OSHA courses in both English and Spanish.

3.2a(3) How do students, business and industry, and other customers/stakeholders seek information and support?

Information and support for stakeholders’ centers on having knowledgeable and competent staff. Customer service training has been provided to the entire staff through structured PD to help facilitate effective communication and information dissemination. Employees, particularly front line contacts and support staff, are cross-trained to be able to complete basic functions of FT, ACD and BIS enrollment and inquiry.

NWTC utilizes a variety of communication and information methods to afford specific audiences pathways to easily, quickly and thoroughly locate the information and answers they need. Both internal and external customers are identified through this process, and these methods are outlined in *Figure 3.2a(3)-1, Customer Information Seeking Methods*.

Figure 3.2a(3)-1 Customer Information Seeking Methods

Customer Information Seeking Methods			
Method	Customer	Frequency	Ownership
NWTC Website	E, S, BI, P, SS, CP	N	MD, AS, W
Facebook	E, S, BI, P, SS, CP	N	MD
Instagram	E, S, BI, P, SS, CP	N	MD
Twitter	E, S, BI, P, SS, CP	N	MD
YouTube	E, S, BI, P, SS, CP	N	MD
Employee Satisfaction Survey	E	A	SLT, HR
Student Satisfaction Survey	S	A	MD, C
Student Recruitment Survey	S	A	C,AS
Business and Industry Survey	BI	A	BD
Community Survey	CP	A, N	MD, AS
Advisory Committee Meetings	S, BI, SS, P	BA	AS
Tech Tailgate	S, BI, P, SS, CP	A	MD, AS, C
Email	S, BI, P, SS, CP	N	AS, C, FO
Telephone	S, BI, P, SS, CP	N	FO
Walk-ins	S, BI, P, SS, CP	N	FO
Sophomore Tours	S, SS	A	C
Student Interviews / Focus Groups	S, SS, CP	A	MD, C
Legend			
Customers: E=NWTC Employees, S=Student, BI=Business/Industry Partners, P=Parents, SS=Sending School Partners, CP=Community Patrons			
Frequency: D=Daily, M=Monthly, W=Weekly, Q=Quarterly, BA=Bi Annually, A=Annually, N=As Needed			
Ownership: Marketing Director (MR), Counselor (C), Assistant Superintendent (AS), Front Office staff (FO), Webmaster (W), Senior Leadership Team (SLT), Human Resources (HR), BIS Director (BD)			

Source: Communications and Marketing Plan, Customer feedback

3.2a(4) What is the technology center social media policy and how is it implemented?

District social media policy is clearly defined and communicated with all stakeholders through appropriate methods for each target group. These policies outline appropriate usage for staff, instructors, students, and

administrators. The policy is publicized and communicated with all employees and students of the district. These policies are acknowledged via individual signature by each staff member annually and when updates are made from legislative and legal counsel recommendations during the FY. Staff and students are educated on acceptable use of any type of electronic communication as well, including texts, Short Message Service (SMS), instant messaging and iPhone and Android applications.

Appropriate social media usage is also covered in the student handbook, which is distributed to all FT program students and via the district website. Explanation of these student communication methods and their appropriate usage is offered through student assemblies conducted by the assistant superintendents and instructional staff at each campus at the beginning of each semester. Acknowledgement is ensured by required student return of the student handbook sign off form, to be completed by students and/or guardian(s), depending upon secondary/adult status.

3.2a(5) How are procedures established and appropriate methods and measures used for communication with personnel?

NWTC works to ensure internal communication is appropriate, timely and transparent through structured procedures of information diffusion. District-wide issues are communicated via email from either the Superintendent or BM concerning BOE agendas and minutes, PP updates and general information related to the BOE and operation of the district. Each campus assistant superintendent conducts monthly staff meetings, where current issues, topics and information is shared. These meetings allow a time for open communication from any staff member on any issue that they feel needs to be discussed. The superintendent typically attends these staff meetings, depending upon his schedule commitments.

Figure 3.2a(5)-1 - Staff Communication Satisfaction Level



Source: Gallup Best Places to Work Survey

Staff surveys, conducted through the Best Places to Work instrument, demonstrate the levels of staff perception in regard to information and awareness received from the district. Findings are shown in Figure 3.2a(5)-1 that relate specifically to this criteria.

3.2a(6) What methods are used to educate faculty/staff regarding their role in the practice of effective communications and marketing?

At NWTC, marketing is considered to be everyone’s job. While we have a dedicated MD, each of our staff members is a living community and district spokesperson for NWTC by the very nature of their employment with the district. This creates a responsibility for the MD and administration to facilitate educational processes to make the staff member role in marketing a positive one.

Educational activities are conducted by the MD, as needed, to address marketing protocol and new or innovative district initiatives. The MD is given an opportunity to speak at each monthly staff meeting to share this information. Meeting topics have included the discussion of best practices in recruiting recent high school graduates, utilizing [the NWTC](#)

[Tuition Waiver](#) as a recruitment resource, and even review of the district [crisis communication plan](#).

The marketing committee, comprised of district-wide staff representing both campuses and several departmental areas, meets quarterly. These meetings are held to establish marketing initiatives, but more importantly to begin the diffusion of information from committee members to the staff at large. This transparency allows staff to have input on numerous district projects and events. Examples of this collaboration and marketing education process include development of a standardized district email signature, modification of the school logo to become more inclusive by removing the “Alva - Fairview” verbiage and staff united input on the design for staff and student t-shirts that have been made available for purchase. Debriefing meetings after every major school event, which are open to all event-related staff to attend, collect valuable data that is used for continuous improvement. These processes further solidify each staff member’s role as being integral in marketing and communication.

3.2b(1). Relationships

How are relationships built and managed with students, business and industry, and other customers/stakeholders?

Relationships are the cornerstone of all educational efforts that the district conducts. NWTC has developed multiple methods to market, build, and manage relationships with students and stakeholders. Listening to the “voice of the customer” is a priority for improving strategies for student and other customer enrollment, retention, satisfaction and loyalty to the organization. Action items in this area have been developed from Strategic Goal 5: Strengthening Community and Business Relationships. These initiatives are implemented and evaluated in an effort to continually improve relationships with all stakeholders.

Relationships with potential students from partner schools begin in sixth grade with a Career Fair held on each NWTC campus. Community members in various occupations are enlisted to conduct brief career activities with the students. This all-day activity includes career exploration, lunch, snacks, and a short exercise activity. For most of the grade school students, this activity is their first contact with NWTC and the foundation of future relationships. Tours of specific career major programs are conducted for eighth grade students and high school sophomores. Emphasis on meeting graduation requirements and future occupations are discussed. Every student in the technology center district has an ICAP. This is developed through on-site training and education at each partner school by NWTC counselors when they are enrolled as an 8th grade student at a partner school.

3.2b(2) How are students’, business and industry, and other customers’/stakeholders’ complaints/concerns managed? How are formal complaint records maintained?

The appropriate NWTC staff member handles student and stakeholder complaints promptly on an individual basis. The person receiving the complaint and the nature of the complaint determines the best course of action and resolution of the issue. The staff member receiving the complaint is encouraged to resolve the issue if possible. Complaints not resolved are referred to the SLT for intervention, investigation, and mediation. Areas of complaints, dissatisfaction, and suggestions for improvement are discussed by the SLT and then communicated to the appropriate parties as necessary. Written complaints are retained within the appropriate department and included in student survey qualitative data information. Most complaints are not formally filed as grievances and are resolved through timely communication with the person(s) making the complaint.

NWTC has a BOE approved grievance policy which provides a vehicle for students, staff, or any stakeholder to formally lodge a written grievance. The policy/administrative procedures outline three levels of grievances and the process to hear the grievance and work toward resolution. Grievance officers are also listed for both campuses. The full policy and administrative procedures are available on the NWTC website, BOE policy and summarized in the student handbook. Student grievances and resolutions are documented and kept on file in the student services office. Employee and public grievances are conducted according to the district policy, and all records are stored in the district central administrative office located at the Alva campus.

3.2c. Recruitment & Enrollment

3.2c(1) How does the technology center ensure enrollment and class sizes are in compliance with ODCTE guidelines?

Enrollment and class sizes for FT programs are determined by accreditation and certification agencies, facility and equipment availability and compliance with the ODCTE rules for Career and Technology Education. The most current publication available from the ODCTE outlining these size requirements is from September 14, 2018.

Defined course maximums and/or minimums are:

BITE - A maximum of 25 students per teacher

Culinary - Occupational Family and Consumer Sciences Education. A minimum of 10 and a maximum of 20 students shall be enrolled in each section of occupational family and consumer sciences education.

HCC - A minimum of ten and maximum of eighteen students per instructor shall be enrolled in a Health Careers Education program

BioMed - The maximum enrollment for each period of a STEM program except TechConnect shall be 24 students. The maximum enrollment for each period of TechConnect shall be 20 students. Consideration should be given to the size of the facility. The minimum recommended floor space per student is 60 square feet.

Trade and Industrial Education and TechConnect Plus. Maximum enrollment. The maximum enrollment for each Trade and Industrial Education, TechConnect Plus program section shall be 20 students, with the exceptions of cosmetology, which may have a maximum of 22 students, and career transitions programs, which may have 50 students per career transitions teacher.

BIS class sizes are dictated by certification or accreditation requirements, customer request, instructor, equipment and facility availability as well as appropriate student/teacher ratios. ACD course sizes are influenced by each of the above criteria, with the addition of cost analysis data indicating the minimum number of students required to make the class offering economically feasible for the district to offer.

3.2c(2) How are new secondary and adult students, business and industry, and/or clients actively pursued?

3.2c(3) How does the technology center ensure that it serves a reasonable number and a representative cross-section of businesses in their district?

New students and clients are actively pursued strategically through the district utilizing a variety of mediums and engagement methods. The MD works closely with area newspapers and printing services to ensure that courses, job postings and student information is shared with partner community members. NWTC additionally showcases 2 students quarterly in the VYPE athletic publication, which is distributed throughout Northwest Oklahoma at public schools and select community kiosks. This publication is free to the consumer, creating exposure for NWTC to audiences that other for-cost print methods may miss.

Electronic media is an ever-growing component of the district's CMP, and includes the use of social media sites (Facebook, Instagram, YouTube, Twitter), the district website portal located at www.nwtech.edu and digital messages. In FY2018 the district approved the purchase of two digital marquees. These 120" x 80" full-color displays are mounted at the main thoroughfares in front of both campuses. This tool assists the district in marketing new and current training opportunities, welcoming guest groups to the facilities and promoting student and stakeholder success.

Promotional activities require the use of printed material to communicate and showcase district information. The MD works directly with the BIS departments at both campuses to produce a uniform and universal course catalog that is published and mailed to district residents twice annually. This publication includes BIS, ACD and FT offering information, as well as enrollment forms and Frequently Asked Questions (FAQ). Target-specific marketing materials are sourced by the MD when working with district administration and counseling staff to promote Tech Tailgate, Signing day, Draft day, 6th grade career fair, 8th grade tours and sophomore tours. Flyers,

handouts and specialty marketing materials such as shirt, hats, pens or folders all with the NWTC logo are procured and distributed as necessary by the MD.

Each campus at NWTC is open year-round, with BIS staff, front office staff, administration and counselors on hand to address enrollment and training needs of stakeholders. All personnel is trained through staff-development activities to be customer-driven and to place customer service at the forefront of all stakeholder interactions. The district actively promotes the mentality that each staff member is a member of the marketing department when they engage with others in our partner communities.

Often new customers are obtained through referrals by existing customers, further reinforcing the need for staff to always be ready to answer questions and engage potential students or clients. To this end, each campus holds monthly "Tech Tuesday" training sessions for all staff. Each month a different program or departmental area of the district hosts the staff group for a brief yet informative presentation on the who, how, why, and what of their particular district function. NWTC serves a diverse cross-section of businesses within the district. In addition, a large number of services can be provided to the service-area businesses due to the diverse makeup of our BIS department. BIS personnel are located on both campuses.

3.2d. Listening

3.2d(1) How does the technology center listen to, interact with, and observe current students, business and industry, and other customers/stakeholders to obtain actionable information?

3.2d(2) How does the technology center listen to potential students, business and industry, and other customers/stakeholders to obtain actionable information?

NWTC is diligent in efforts to "hear what the customers are saying" through a variety of methods in order to obtain information and take action accordingly. Data from the ODCTE Statewide Marketing Survey, stakeholder and customer surveys, student focus groups and AC minutes are examples of data that are reviewed periodically to determine if customers' needs are being met. NWTC solicits customer feedback through ACD and BIS course evaluations, Sophomore Tour Surveys, personal interviews and information gathered from social media including NWTC Website, e-mails, Facebook, and Twitter. The various methods of seeking information from different stakeholder groups encourage customer engagement. The SLT utilizes the data to design and implement training programs to meet the current and future needs of customers. The various stakeholder groups along with key communication methods and frequency are summarized in *Figure 3.2d(1)-1*.

Figure 3.2d(1)-1 Customer Groups and Market Segments

STUDENT & STAKEHOLDER SEGMENTS	LISTENING/COMMUNICATION METHODS	CYCLE
Full-time Program Students • Secondary • Post-secondary	<ul style="list-style-type: none"> • Student Focus Groups • Student Satisfaction Surveys • Participation in Advisory Committees • Participation in Superintendent's Leadership Class • CTSO Activities • Signing Day / Draft Day 	A, O
Business & Industry Students	<ul style="list-style-type: none"> • End of Course Evaluations • Comments from students 	O
Business Owners/Employers	<ul style="list-style-type: none"> • Advisory Committee Participation • Consultations and needs assessments, • BIS Breakfast • Executive Business Council 	A, O
ACD Students & Community Members	<ul style="list-style-type: none"> • End of Course Evaluation • Social Media, NWTC Website • Surveys at the county fair • Open House 	A, O
Partner School Districts	<ul style="list-style-type: none"> • Quarterly Administrative Meetings with Superintendents/Principals • Career Activities with students (6th, 8th, 10th Grades) 	Q, A
Parents of Secondary Students	<ul style="list-style-type: none"> • E-mail • Phone calls • Social media • Parent-teacher conferences 	O
NWTC Workforce	<ul style="list-style-type: none"> • Employee Engagement Survey • Staff Meetings • Committee Meetings • Tech Tuesday • Staff Meetings • Leadership Team Meetings • Monday Memo • Shared Calendars 	A, M, P

A--Annual, O--Ongoing, Q--Quarterly, M--Monthly, P--Periodic

Source: NWTC Communications and Marketing Plan

Listening to key stakeholder groups and learning from their input allows NWTC to determine specific training and educational needs. Career major program instructors gather feedback by communicating and interacting with students during the learning process, and by listening to the students' comments about satisfaction with their career program. Each career program has an industry specific ACs consisting of local employers and business owners who offer input on curriculum, equipment, facilities, etc. Students, parents, and public school educators are also asked to attend these ACs meetings and are encouraged to comment on student satisfaction. The BIS staff also utilizes ACs to gather data on customer satisfaction. Data from these ACs provide immediate and actionable information that assists NWTC in determining overall customer satisfaction. ACD and BIS students complete a Course Evaluation at the end of each course; information obtained includes facility and equipment satisfaction, instructor competence, and suggestions for improvement.

Social media has become an important method of gathering data from stakeholder segments. Facebook and Twitter notifications are shared with staff members, including senior leadership team, to ensure that comments, questions and complaints are addressed promptly. NWTC's website has e-mail addresses and phone numbers listed for all staff members as well as a "contact us" area for questions, comments, and/or suggestions.

NWTC places emphasis on staff interaction with customers on an individual and/or small group basis. By taking time to listen

and building a relationship, interactions can reveal not only customer satisfaction, but also recommendations and information that ensure customer needs are being met. Examples of both formal and informal interactions include:

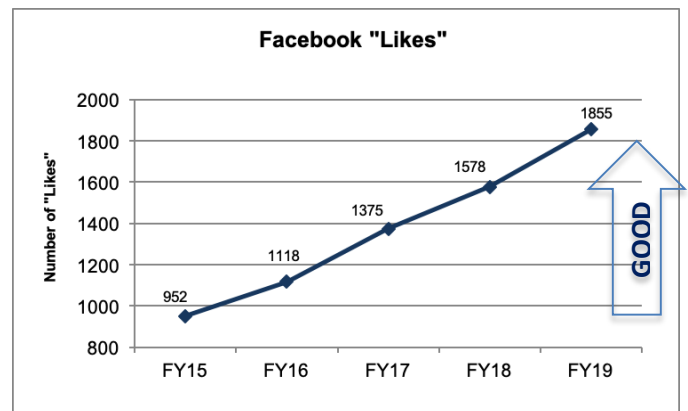
- Communication with ACD students by instructors and the evening registrar.
- Personal interviews, career assessments, and individualized instruction plan meetings conducted by counseling professionals.
- Student participation in focus groups.
- Career advisement and job placement by instructors and counseling staff.
- Consulting services conducted by BIS staff.

3.2e. Satisfaction and Engagement

3.2e(1) How does the technology center involve students, business and industry, and other customer/stakeholders to determine satisfaction, dissatisfaction, and engagement with programs and services?

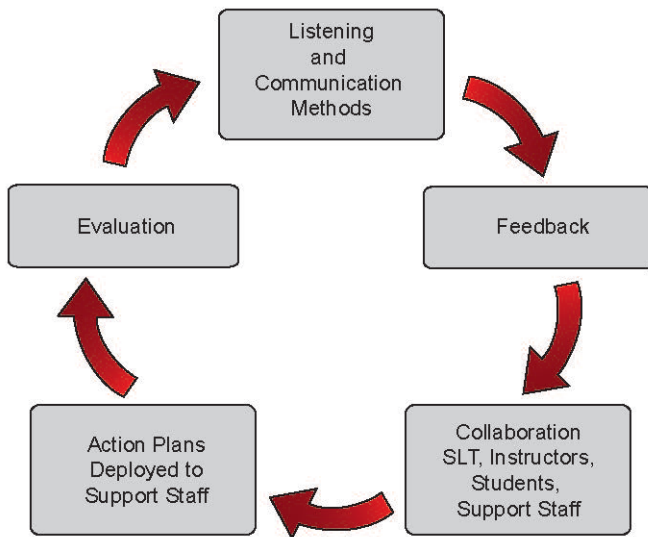
Increased use of social media by students and other customers as a primary source of communication has resulted in emphasis in the utilization of the NWTC website, Facebook page, and Twitter account to engage current students, parents, and potential students. Feedback from these social media sources has indicated student and stakeholder loyalty that equates to student retention, student satisfaction, and recommendations of NWTC programs and services to peers, parents, and potential students. Results from the NWTC Facebook are detailed in Figure 3.2e(1)-1.

Figure 3.2e(1)-1 Facebook Analytics



Source: Facebook analytics software

Figure 3.2e(1)-2 Listening and Communication Process



Source: NWTC Strategic Processes

Additional feedback from the various methods of listening/communicating is reviewed by SLT, instructors, and student support services staff to determine action plans. Collaboration among these groups leads to action plans and deployment of information to appropriate staff members. Timely reviews evaluate the effectiveness of actions; the reviews lead to additional listening and communication with students. This process is illustrated in *Figure 3.2e(1)-2*.

NWTC communicates with former students and potential students to obtain actionable information as part of the efforts to listen to customers and to learn from what they are saying. Former students who complete a career major are contacted within the first year and surveyed to determine current employment status and wage. As part of this follow-up process, comments are solicited to determine the students' satisfaction with their training and services. BIS and ACD students complete a course evaluation that includes ratings for facility, equipment, curriculum, and instructor. The evaluation also allows for open-ended comments by the student.

Communicating with potential students and listening to feedback is a valuable component of customer focus. NWTC key competitors for adult students include at least three public technology centers in the NWTC service area that offer similar programs and services. NWTC is constantly listening to potential student requests and attempting to meet the demand for training. A consultant from Tools for Schools (TFS) has been employed for the past ten years to assist the personnel with the recruitment and retention process. Part of this recruitment process involves communicating with potential students in high school and their parents about NWTC career majors and services.

Non-traditional types of competitors for students include high school scheduling, colleges, academic requirements, extracurricular activities, and high wages in the energy sector. In response, NWTC has offered flexible scheduling, math and science instruction for high school career major program students, Saturday classes, and classes at various communities in the district.

The district offers all stakeholders with several opportunities to provide suggestions and input for internal review. One method for the patron is to visit or call the appropriate campus and department within the district to discuss their concerns or interests. Each campus has a student service office staffed with personnel that are trained to help the potential students with varying interests. The assistant superintendents or BIS directors are also available to meet with the patrons. Additional input from service area patrons is gained through formal and informal discussions at special events. Such events would include luncheons with area school administrators and counselors, the EBC, Community Coffee events and AC meetings. The District also receives questions and comments through its social media pages, all of which are monitored by District staff members who respond as necessary.

NWTC utilizes a wide variety of listening/communication methods to determine stakeholder satisfaction and engagement. The data and information gained from these methods are analyzed and action plans are developed. Determination methods vary according to the customer group being solicited; BIS staff utilize repeat business data, new businesses served data, total student enrollments, and number of industry certifications all of which indicate a level of engagement. Additionally, information gained from formal meetings of the EBC, AC, and periodic BIS breakfasts/lunches provides actionable customer satisfaction information.

One method to listen and learn from partner school districts, key stakeholders, involves a process that continues throughout the school year. The SLT meets frequently with superintendents, principals, and counselors from the partner school districts to discuss satisfaction, educational issues, suggestions, and needs of each district. Actionable information obtained is utilized to meet the expectations of the school districts. Increased graduation requirements, school calendar planning and curricular offerings have been recent issues that were noted in these meetings with partner schools staff. Resulting solutions were implemented at no cost to the partner school districts. Utilization of NWTC resources secured students' engagement toward completing graduation requirements. Changes that resulted from actionable information obtained include:

- Administration of WorkKeys assessment
- Implementation of on-line software, Edgenuity, to extend curriculum offerings to high school students

- Employment by NWTC of full-time certified math and science instructors
- Implementation of a Financial Literacy course to satisfy a graduation requirement function
- First Aid/CPR to meet graduation requirements

Customer dissatisfaction is determined through the same listening /communication methods illustrated in *Figure 3.2d(1)-1* as well as through a Grievance Policy approved by the NWTC BOE. Communication with the complainant is a key component in working towards a resolution of the issue. SLT emphasizes to NWTC staff that customers should be treated with respect and efforts to resolve issues should be apparent. NWTC strives to meet students' and stakeholders' requirements by deployment of relevant information throughout the organization in order to correct any dissatisfaction. Exceeding customers' expectations is a goal that remains as a top priority of customer focus by NWTC.

3.3 Finance (The goal of this item is to determine what strategies have been implemented to improve financial accountability and ensure sound financial policies.)

How does the technology center ensure fiscal accountability?

3.3a. Fiscal Accountability

3.3a(1) How does the technology center ensure all of the personnel and operational line items necessary to run a department/program are budgeted and expended according to what was initially approved or approved with revisions?

(2) How does the technology center ensure personnel have input into the development of the annual budget and expenditures?

(3) How does the technology center control the overall costs of operations?

NWTC uses TRENDS financial accounting software for requisitions, Purchase Orders (PO)s, inventory and payroll. The technology center's budgets roll from year to year, thus retaining prior year approved budget amounts. The SLT meets with the BM at least once a year to discuss/amend upcoming FY budgets in their annual planning meeting where funding levels and TRENDS are discussed and budgets amended. Further action/changes are made after the Estimate of Needs/Technology Center Budget is approved in September through the Function Summary Report. One-time budget adjustments are indicated via unique site code are removed for the upcoming FY. These adjustments are allocated as needed during the year as approved by the administration through IFs, or One-Time Budget adjustment forms. These approved forms are maintained in the office of the BM and required for budget changes.

All encumbrances and change orders are approved by the BOE and paid after Board approval. If line-items exceed budget then

other budget monies are moved to accommodate the over-budget lines. Budget adjustments and PO change orders are all on record through the BOE meeting minutes. Personnel costs, encumbered for the entire FY in TRENDS, are reviewed and approved at the July school board meeting. Any additional new costs are encumbered as required throughout the FY and approved by the BOE.

The assistant superintendents of the respective campuses discuss program budgets with employees and present them to the Superintendent for approval at the annual budget meeting. Use of IFs, Equipment Requests and One-Time Budget adjustment requests are also used to help develop budgets and indicate when there is a need for an increase to base-budget amounts.

Every instructor and department head is set up as a user in the TRENDS accounting software system. NWTC establishes operational line items for every department/program, which become available for use in July of each FY. The users are set up with their assigned Oklahoma Cost Accounting System (OCAS) codes and departmental budget. SLT monitors and controls costs at the line item level. The TRENDS accounting software tracks and ensures fund availability. All requisitions must be approved within the TRENDS software by their respective supervisor. The SLT will ensure that all the quotes and budget amounts are legal and in alignment with school policy and needs prior to approving a requisition. Upon approval, the BM converts the requisition into a PO.

NWTC has been fortunate to have significant financial growth in ad valorem over the past ten years. The SLT and BM are fiscally responsible in establishing the departmental budgets noting ten-year TRENDS in income and expenditures. Historically the building fund has been used for capital improvements/new buildings and utilities. NWTC's goal is to have 65% of expenditures going toward classroom activity. Costs per Full-Time Enrollment (FTE) are examined by the district and compared against previous FYs and partner school service rates. The District does cost per enrollment analyses for all business and industry classes documenting both direct and indirect costs.

3.3a(2) How does the technology center ensure personnel have input into the development of the annual budget and expenditures?

Each campus Assistant superintendent meets with their staff to review budget and determine any changes that need to occur within their respective budget. The Assistant superintendents then meet with the Superintendent and BM to discuss the proposed program or departmental budget revisions. Following consideration of all requests and comments, the BM will make updates to the budget of all approved changes. The Assistant superintendents of the respective campuses discuss these modified program budgets

with employees. Innovation Requests and One-Time Budget adjustment requests are also used to help develop budgets and indicate when there is a need for an increase to base-budget amounts.

3.3a(3) How does the technology center control the overall costs of operations?

NWTC controls the overall costs of operations through the budgeting process that begins in early spring with directors and program instructors submitting need requests to the appropriate Assistant superintendent. Budget meetings with the SLT are held to clarify and quantify budget request amounts. The Superintendent and the BM compiles a preliminary draft to review and compare to past expenditures and to projected revenue. The Superintendent and BM then make a final budget to submit to the BOE for approval. Overall expenditures are maintained by reviewing the budget with income and expense reports each month with the BOE and making adjustments when needed.

Cycle time is driven by the demand of the customer and the need of the personnel. An efficiency factor that remains an important goal for NWTC is the creation of a training program from needs assessment to deployment in a consolidated time frame for all educational programs. A critical component of this efficiency factor is the ability to provide “just in time” course development and training to meet the constantly changing needs of customers. The requisition process and time reporting for hourly employees are electronic which reduces cycle time and increases personnel efficiency. Each director and program instructor is responsible for a budget and approval of any expenditures by an assistant superintendent is required. Final approval from the Superintendent/CEO and then the BOE at monthly meetings completes the process. A continual system of checks are done throughout various work systems to minimize any negative effects of inspections and audits for regulatory compliance. Balancing the need for cost control with adequate services to students and other customers is achieved by the creation of cost benefit analysis as well as continual reference to the Capital Improvement Plan, the Technology Plan, and the SP publications available to the personnel online.

3.3b Financial Aid

3.3b(1) How does the technology center balance its Title IV financial aid expenditures and draw totals each fiscal year?

The NWTC FAD and BM reconcile all Title IV Federal FA expenditures following each disbursement of FA with reports from the USDE Ed Express program and the USDE Common Origination and Disbursement (COD) system, as well as with reports created in the FA and Business Offices. FA funds are processed through the District’s General Fund. The FAD prepares Pell Award and Disbursement Schedules for each

student and provides them to the BM that include the details of each disbursement. The FAD shares an Excel spreadsheet with the BM noting each student and award in the corresponding months totals for payments for which to balance.

The BM also keeps Quicken accounts (T accounts) for each student noting awards and payments made. Before the disbursement of Title IV Federal FA checks, the FAD initiates student disbursement amounts in the USDE Ed Express program so that funds will be available for drawdown from G5 by the BM (which is another point of balancing between the FAD and BM). Following the USDE’s guidelines for separation of duties, each month the BM cuts appropriate checks indicated on the Pell Award and Disbursement Schedules, balancing with the FAD’s Excel spreadsheet, and delivers the student checks to the Assistant superintendent’s offices for disbursement. On the appropriate payment dates, the students sign check stubs indicating they have received payment. Those stubs are then sent from the Assistant superintendent’s offices to the FAD and BM. The BM posts payments to each paid student’s account and prepares a monthly payment request report to direct the drawdown of funds from G5.

At the end of each month, the BM prepares a year-to-date and monthly report of all activity and provides it to the FAD. The FAD combines and balances this monthly report with the School Summary Report and School Funding report from the COD system, as well as the electronic statement of account and disbursement list from Ed Express. This is filed with the monthly excel Pell disbursement spreadsheet for independent auditors to examine all Pell expenditures during our annual audit.

3.4 Consulting and Assistance *(The goal of this item is to capture meaningful information related to technical assistance requested/provided to support instruction and training and student support services.)*

How does the technology center provide/receive consulting and assistance?

3.4a. Consulting and Assistance

3.4a(1) How are client-specific support services provided in consulting/assistance?

NWTC offers the following client specific programs: 1) the ABM Program; 2) Project HOPE TANF affiliated program, and 3) WCEDC. The ABM program helps agricultural businesses in Northwest Oklahoma achieve their goals through improved management, organization, and efficiency. Instruction includes classes taught on NWTC’s campuses and individual, on-the-farm instruction. Individual consulting and Farm Service Agency (FSA) loan /business planning. During these visits, the farm family and the instructor can study specific questions and problems related to the individual farm.

3.4a(2) How are consulting/assistance provided to improve instruction and training as well as support services?

- **How are consulting/assistance provided, along with instruction, to improve clients’ ability start/sustain a business or to bid for and perform successfully on government contracts?**

What other methods and resources are used to teach clients to start/sustain a business or bid for and perform successfully on government contracts?

3.4a(3) How does the technology center ensure sufficient time and financial support for client visitation?

Consulting and assistance in business development are offered as an ancillary function of the NWTC BIS department. The NWTC district’s main industry area is agriculture, with a vast majority of operations being either a sole proprietorship or family business. As such, the district employs a full-time ABM to work with the individuals and groups to better manage their businesses. Consultation on a wide array of topics including cash flow projection, estate planning and business management is offered. The ABM program conducts regular beginning farmer classes that cover many of the same consultations topics, but in a group learning dynamic that fosters peer dialogue.

NWTC staff members that work with client-based programs and are engaged in consultation as a part of their employment role are afforded flexible work schedules to accommodate these needs. Additionally, reimbursement for mileage and expenses incurred when traveling throughout the district is budgeted for and included for each of these personnel. Government contracts and bid-assistance is provided on a limited basis through the ABM and EDD. NWTC has business incubator space available at both the Alva campus as well as within the community of Waynoka.

3.5 Support Services Results (The goal of this item is to evaluate the quality and value of support services that enable students, business and industry, and other customers/stakeholders achieve success.)

What are the technology center’s performance results?

3.5a Student Support

3.5a(1) What are the technology center’s response to students/client needs?

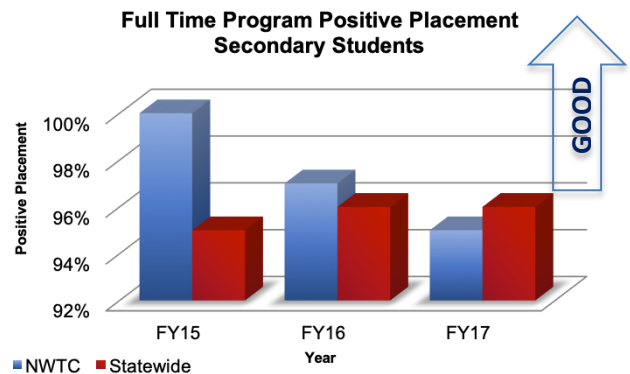
3.5a(2) What are the technology center’s response to appropriate services administered to students/clients?

3.5a(3) What student /client participation and academic attainment is measured and reported to appropriate parties?

3.5a(4) What is the technology center’s effectiveness of placement activities?

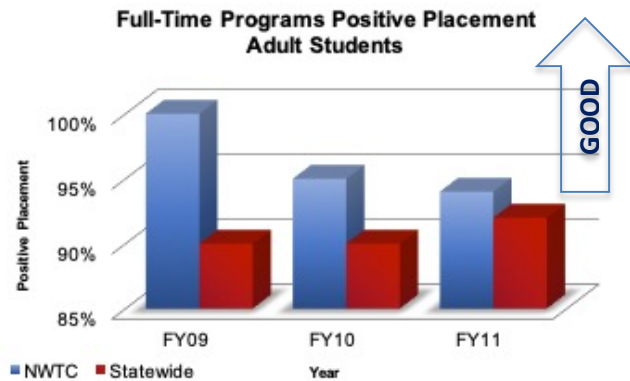
NWTC fosters improvement in the area of industry certifications and credentials by ensuring quality instruction with capable instructors, curriculum specifically aligned to industry, state of the art technology and equipment, and job search services. The use of a career center staff member at each campus to assist students in developing employability skills such as job interviewing, teamwork, leadership and professionalism. Instructional staff work in conjunction with the CC coordinator to learn about potential employment opportunities. The effectiveness of these placement efforts is shown in *Figure 3.5a(4)-1* and *Figure 3.5a(4)-2*.

Figure 3.5a(4)-1 FT Program Positive Placement – Secondary Students



Source: ODCTE Follow-Up System

Figure 3.5a(4)-2 FT Program Positive Placement – Adult students



Source: ODCTE Follow-Up System

3.5b Communications and Marketing

3.5b(1) What are the student, business and industry, and other customer/stakeholder satisfaction and dissatisfaction results?

3.5b(2) What are marketplace performance results?

NWTC utilizes key performance indicators of enrollment in career major programs, partner school service rates, BIS and ACD enrollments, and new businesses served by BIS as an assessment of market performance. Over the past eight years, overall enrollment in FT programs has increased by 13.68%. During the same time period, the NWTC secondary partner school service rate five-year average significantly exceeded the state average.

3.5c Customer/Stakeholder Engagement

3.5c(1) What are the student, business and industry, and other customer/stakeholder engagement results?

NWTC serves a large number of local businesses and industries with customized training as part of the BIS and ACD educational program areas. Building upon the KPMs of BIS career and industry training class hours and ACD program training class hours, the number of student enrollments over the past seven years increased significantly and then retracted from FY13 to FY17, as shown in *Figure 3.2a(1)-3*. BIS Enrollments This reflects serving an increased number of students enrolled 10,166 in FY10 to 16,814 in FY14 to 10,728 in FY17. To serve the increased enrollment, additional class sessions were added while maintaining approximately the same number of instructional class hours. From FY14 to FY19, changes in the oil and gas industry necessitated BIS adjustments to source new clients and instructional areas. Many of these are within the health sector of the NWTC district.

3.5d Finance

3.5d(1) What are the technology center's financial performance results?

In an effort to maintain fiscal stability, the SLT utilizes numerous performance indicators to guide budgeting, expenditures, facility planning, educational program planning, and staffing. Fiscal and operational effectiveness begins with an "Estimate of Needs" for the General and Building Fund budgets compiled by an independent auditor, the SLT, and the BM under the guidelines set forth by the Oklahoma State Statutes. This financial document requires approval by the BOE and the Woods County Excise Board.

To ensure long-term continuity, allocation of the budgeted resources are aligned with NWTC's SP. Monthly reports of budget amendments, encumbrances, and financial reports are given to the BOE for approval. NWTC follows the budget guidelines of OCAS with annual audits conducted by OSDE/ODCTE approved independent auditors to ensure integrity of NWTC's fiscal accountability. The annual reports derived from these audits have consistently shown NWTC to be in compliance with accounting practices and statutes.

NWTC has identified direct program support as an area of significant importance; 62.38% of the total funds spent in FY18

were for direct program support. Considering the percentage amount of budget spent on instructional services, monitoring expenditures in this area is an important performance indicator. NWTC has increased the total amount of direct program support from \$2,373,231 in FY15 to \$4,184,665 in FY18. This demonstrates a 76.34% increase in support of educational programs. The overall use of funds is reviewed annually by the SLT and BOE to set priorities and make budget decisions that sustain fiscal accountability and stability.

NWTC has maintained a strong financial position despite the strategic challenges posed over the last ten years. NWTC's General Fund is a combination of local, state, and federal funds. The local funding comes from ad valorem property taxes, tuition and fees, as well as other local sources. Favorable economic conditions in Northwest Oklahoma have supported ad valorem tax growth over the last ten years by a significant 99.33%, while local income has grown by a total of 63.95%. State funding, allocated by the ODCTE through legislative appropriations, has been stagnant the past four years, and has not kept pace with local funding. Federal funds, distributed in the form of grants, including TANF, Carl Perkins, and Federal Title IV Pell grant funds, has steadily declined with a ten-year decrease of -29.94%.

NWTC has a diverse ad-valorem base, and the NWTC Building Fund has seen steady growth as a result of increased local ad valorem taxes. Tremendous growth in the energy industry through oil and gas drilling activities are mainly responsible for this increased growth the past two years. Over the last ten years, local ad valorem tax funds in the NWTC Building Fund have increased by 100.17%. In an attempt to utilize assets, contain costs, analyze budget requests, and improve efficiency, NWTC has established significant carryforward funds in both the General Fund and Building Fund. From a total carryforward of \$2,119,365 in FY15 to \$4,056,748 in FY18, NWTC has seen a substantial overall increase of 91.41%.

Through fiscally responsible planning and budgeting, funding has consistently stayed ahead of expenditures. NWTC divides expenditures into six categories. The increase in expenditures over the last ten years totals \$1,685,479 or 41.98%. Through careful planning and budgeting by the SLT, the BOE, and a well-informed personnel, the ten-year increase in income over expenditures is 105.25%.

3.5e Consulting and Assistance

3.5e(1) What are the performance results for provision of consulting and assistance to clients?

Performance results for consulting and client-based programs are shown in *Standard 7: Results*.

4 Measurement and Analysis

4.1 Measurement, Analysis, and Improvement of Organizational Performance *(The goal of performance measurement, analysis, review, and improvement is to guide process management toward the achievement of key organizational results and strategic objectives, anticipate and respond to rapid or unexpected educational institution or external changes, and identify best practices to share.)*

How does the technology center measure, analyze, and then improve organizational performance?

4.1a. Performance Measurement

4.1a(1) How is data and information used to track daily operations and overall technology center performance?

[NWTC's Mission, Vision, core values](#), and are the foundation for measurement, analysis, and improvement of organizational performance. These priorities keep improvement and innovation efforts focused on the future, while maintaining the current needs of the district, its patrons and the community.

At the organizational level, [KPMs align with Strategic Goals](#) as identified in *Figure 1.3c(6)-1* and are tracked to ensure that effective and impactful performance is happening. Information based on continuous student learning, budgetary/financial measures, and organizational operations are selected, collected, analyzed, and integrated into daily operations. Data is collected utilizing a variety of sources including data housed at NWTC (SONIS), data from ODCTE, and data collected from surveys, staff innovation, equipment upgrade requests and AC meetings. NWTC's KPM, strategic goals, collection and sampling methodology, frequency and results are incorporated and evident in all aspects of organizational performance and assists in continuous improvement to support innovation and decision-making.

Financial data from the ADPC/TRENDS school accounting program is examined daily to ensure that the technology center is performing at optimum levels with regard to budget allocations, expenditures, district ad valorem income, activity fund accountability, and many other intrinsically vital functions. Staff are able to view their budgets at any time, as well as move budget allocations between line item areas. All requisitions must be approved by immediate supervisors prior to the BM making the decision to convert this requisition to a PO.

4.1a(2) How are customer and stakeholder feedback and market data information used?

A summary of key comparative data and information is available annually from ODCTE based upon NWTC submitted metrics. The [SLT](#) compares the district against the [29 technology centers in Oklahoma](#). Additionally, state

technology center averages for each KPM are utilized to ascertain NWTC's position and areas for growth. In-depth statistical analysis is employed through correlational and comparative design

This data is also analyzed by comparing NWTC to the technology centers that are considered competitors, as well as comparing budgets, enrollment figures, and staff size. Other comparative data used on a yearly basis includes enrollment history, OATC Gold Star Award, program requests, completion/retention rate, and positive placement rate.

The commitment to high quality training and customer satisfaction allows NWTC to consistently provide quality FT programs, BIS training, and ACD courses to customers in the district and in the geographic region. To continually serve the customer in the best possible manner and ensure that all course offerings and services are student and customer focused and driven, NWTC effectively gathers data and communicates information through a variety of methods. *Figure 3.2d(1)-1* shows various methods of gathering and disseminating information by NWTC.

Customer interaction is managed both informally and formally. Student blogs and websites, class observations as well as an open door policy provide students multiple avenues to articulate through written and verbal communication on a daily basis. Weekly collaboration of progress reports with sending schools factors into curriculum decisions, remediation, and possible student placement. Eligibility reports to sending schools weekly. Students close to failing are dealt with on an individual basis.

Surveys assist NWTC faculty and administration to make informed decisions pertaining to stakeholder and customer responses. At the conclusion of each ACD class or BIS training, formal surveys are collected to assist in content relevancy, data, and information for future offerings. In addition to surveys, [focus groups](#) input serves as valuable qualitative feedback giving voice to students in course offerings for FT, BIS, and the SLT to improve and enhance course offerings to better meet the needs of the customer.

[ACs](#) are efficacious and influential to each FT program area and BIS. AC provides voices from industry in which students are being prepared for employment and customers are being further trained. AC assist NWTC to maintain a pulse on the changing needs of businesses along with new industry trends; the information and data gathered from AC allows NWTC to provide relevant training and equipment. NWTC benefits from the AC through additional referrals, recommendations and employment opportunities for program completing students. AC are advocates for each program area and BIS training as well as an essential component in NWTC's support of

operational and strategic decision-making and innovation in programs and services.

Social media is embraced at NWTC as an innovative opportunity to gauge the communities’ perception of NWTC and its educational offerings and services. NWTC collaborates with a marketing consultant from TFS who tracks the trends and the benefits of social media for customers, stakeholders, and partners. Social media used includes a Facebook page, a Twitter account, NWTC website, and e-mail. [All likes, comments, satisfactory and unsatisfactory, as well as engagement levels are monitored, evaluated, documented, and shared](#) with SLT and the appropriate staff member(s) by the MD, as yet another tool for gathering data and information.

4.1a(3) How does the technology center ensure the performance measurement system(s) can respond to rapid or unexpected educational institution or external changes?

NWTC’s performance management system is able to respond and adapt to rapid or unexpected changes organizationally or externally due to the flexibility to customize educational offerings and services to meet customer needs expeditiously and efficiently. The NWTC network of performance management is not only internal but also external through ACs, student focus groups, ODCTE follow-up reports, evaluations, surveys, and interpersonal communication with business and industry professionals. SP utilizing data and information facilitates more informed decisions and advantageous outcomes. Planning agility allowed NWTC to increase technology, add Construction Trades program, the PN program, two Biomedical Sciences programs, expand the BIS training area, and add student safe rooms.

4.1b. Performance Analysis and Review
4.1 b(1) How are the technology center’s performance and capabilities reviewed?

NWTC achieves excellence by executing organizational performance analysis and review processes. Progress toward KPM’s are evaluated using current data and then comparing benchmarks with past performance data. *Figure 1.1b(2)-1* illustrates a model to [Study, Plan, Implement, Evaluate \(SPIE\)](#) various systems and data. The SPIE model empowers SLT and the personnel to actively listen and implement changes rapidly as a result of the evaluation tool and to quickly and effectively meet the needs of the customers, collaborators, and suppliers. Reviews measure organizational performance against strategic goals and then identify the need for improvement or adjustments in processes and/or offerings. *Figure 1.3a(1)-2* illustrates the SPP NWTC utilizes for innovation, strategy consideration, work systems, strategic objectives, action plans, resource allocations, performance measures and projections. *Figure 4.1b(1)-1* describes the performance analysis and review processes alignment.

Figure 4.1b(1)-1 Organizational Performance Reviews

Organizational Performance Reviews				
Performance Review and Frequency	Purpose	Types of Analysis	Participants	Frequency
Strategic Plan	DP, AP	H, P, T, PC	LT, W	O
Key Performance Measures	E, BG, AP	CA, T, PC, PA	LT, W	O, A
Curriculum	I, IM, KPM	T, PC, P	LT, W	O, A
Technology & Equipment	I, AP, O	CA, P, T	LT, W	O, A
Program and Service Offerings	E, BN, AP	CA, T, PC	LT, W, BOE	O, A
Student Achievement	MB, AP	ALL	LT, W	O, A
Customer Satisfaction	CP, O	P, PC, T	LT, W	O, A
Workforce Satisfaction	EN, S, F, I, O	CA, H, T	LT, W	O, A
Financial	B, I, SP	ALL	LT, BOE	O, A
Safety / Security	SS	T	LT, W	O
Facilities	SS, AP	P, PC	LT, W, BOE	O, A

Purpose: AP-Action Plan, B-Budgeting, BG-Benchmark to determine if meeting goals, BN-Benchmark if meeting needs, CP-Customer Perception of met needs and services, CR-Career Readiness, DP-Design and plan for the future, E-Evaluation piece of SPIE, EN-Engagement, F-Feedback, I-Innovation, IM-Improvement, KPM-Provide the framework to meet KPM, MB-Meet benchmarks, O-Organizational Performance, Capabilities and Success, S-Satisfaction, SP-Strategic Planning, SS-Safe and secure educational environment for students, customers, stakeholders, and workforce, ALL-All Purposes.
Types of Analyses: H-Histogram, CA-Competitive Analysis, PA-Predictive Analysis, T-Trends, FC-Flow Chart, P-Prioritization, PC -Progress Check
Participants: LT-Leadership Team, W- Workforce, BOE – Board of Education
Frequency: O-Ongoing, A-Annually

Source: NWTC Policy and Procedures Manual; NWTC Administrative requirements

4.1c. Performance Improvement
4.1c(1) How are best practices shared in the technology center?

NWTC’s culture is supportive of knowledge management and sharing innovation to empower thinking and working outside of the box. The SLT leads this cultural climate in the pursuit of being a technology center on the cutting edge of education and training. Fostering an environment for continuous improvement and best practices discussions, the SLT participates in monthly staff meetings. The SLT evaluates and identifies those practices that could be implemented into NWTC’s next practices and shares with the personnel. Through continuous improvement and PD planning, staff regularly attends conferences and conventions. The personnel strive to develop state and national network connections to high performing and high achieving programs. NWTC’s SLT utilizes the [TAS appraisal system for teaching improvement for instructors](#); this evaluation instrument provides opportunities to document high performance practices demonstrated by instructors while providing models of innovative teaching methods. Best practices and continuous improvement methodologies are shared across work groups through technology, staff meetings and collaboration. Best practices are identified through meeting KPM, achieving objectives, and student certifications.

4.1c(2) How is the technology center’s future performance projected?

NWTC uses performance review findings, comparative data, and competitive data to project future performance. The continuous improvement model; SPIE, guides future performance; the SLT utilizes historical data to predict future trends in enrollment, as well as the census report and

unemployment rate for the service area. Occupational outlook projections, commerce initiatives and district sending community forecasts all play a role in anticipating and adjusting to meet future training needs. The increase/decrease in enrollment per grade in partner schools is analyzed and enrollment trends are anticipated change. Analyzing trends and changes in the markets and business and industry areas dictate future offerings for BIS as well as industry growth.

4.1c(3) How are findings from performance reviews used to develop priorities for continuous improvement and opportunities for innovation?

To enable effective support for decision-making and to ensure organizational alignment, the SLT and personnel identify priorities, OFIs, and innovative ideas. Once innovations and [OFIs](#) are defined, resulting action plans are deployed internally as well as to sending schools, suppliers, partners, and stakeholders. OFIs, quantified in the [2015 NWTC ODCTE Accreditation Report](#), have been addressed systematically through the SPIE continuous improvement model, illustrated in *Figure 1.1b(2)-1*. Implementation of resultant actionable items can be realized through the use of the district [IF](#). This instrument was a product application of the SPIE model to address identified OFI's. The subsequent result of improvement prioritization has influenced the evolution of district goals which have been cross-walked with the KPM's as shown in *Figure 1.3c(6)-1*.

4.2 Knowledge Management, Information, and Information Technology (The goal of this item is to identify strategies used by the technology center to improve organizational efficiency and effectiveness and stimulate innovation.)

How does the technology center manage institutional knowledge assets, information, and information technology infrastructure?

4.2a Organizational Knowledge

4.2a(1) How is organizational knowledge managed?

NWTC strives to provide state-of-the-art facilities, equipment, and technology for students, stakeholders, and personnel. A key priority for NWTC is the ability to provide:

- Security for usage of technology and systems.
- Accuracy and integrity in correspondence, curriculum, and data.
- Equipment that is reliable, timely, and confidential.
- Utilizing technology and equipment to access, share, and deploy data and information to students and stakeholders, emboldens NWTC and drives the organization to be a leader in the communities served.

NWTC is committed to integrating processes that generate value from intellectual and knowledgeable assets. NWTC personnel has pertinent knowledge that is invaluable to

learning and organizational efficiency. Management of organizational knowledge is shared through a system incorporating people, processes, and technology. Traditional methods of knowledge transference are pivotal in organizational success. [PD](#) meetings and activities are face-to-face interactions in which organizational knowledge is distributed and garnered are opportunities for collaboration and professional growth. Cross-curricular activities through shared databases and PD activities such as working on the ODCTE accreditation process are examples of knowledge transfer that occurs within a two-campus system. The district intranet serves as a technology platform for knowledge sharing where the personnel can access, search for, and download information related to every aspect of district operations.

The transfer of relevant knowledge to and from students has been augmented through innovation and technology utilized by instructors to communicate, instruct, and provide feedback. Students can track their own progress utilizing a [Plan of Study](#), online curriculum and gradebook. A portfolio gives the student insight, control, and ability to track objectives, their learning performance and progress while learning accountability skills and employable traits. The sharing of relevant knowledge to stakeholders, partners, suppliers, and community is handled in a multitude of avenues. NWTC holds monthly public [BOE meetings](#), provides printed notices and publications, interacts through social media, e-mails, hosting recognition/award ceremonies, and circulating an Annual Report to disperse information and knowledge.

4.2a(2) How are knowledge and resources used to embed learning in the way the educational institution operates?

4.2a(3) How are individualized professional development plans monitored for effectiveness?

NWTC operates on the premise that application of knowledge is a core component of organizational learning. Cross-curricular collaboration and the transfer of relevant knowledge and skills are essential to the process of continuous learning and improvement. Organizational learning also occurs during staff meetings, trainings, conferences, professional learning committees, career cluster groups, BIS, PD opportunities where innovative best practices are shared throughout the year.

The culture of NWTC reflects a team approach that encourages innovative, flexible, and open communication oriented to focus on students and communities. The personnel have a voice in organizational decisions and is encouraged to take ownership through the pursuit of progressive ideas for the betterment of the organization. Opportunities occur throughout each school year to incorporate cross-curricular collaboration; these opportunities elicit interaction between the personnel, FT areas and partner schools resulting in knowledge integration, learning, and relationship building.

As part of the cycle of learning, NWTC recognizes the importance of increasing organizational learning and developing action teams. Every member of the NWTC personnel participates on at least one of the seven areas of the ODCTE Accreditation process; a team champion and an administrator provides the leadership for each of the seven teams to examine processes and practices of the organization. Each team has been involved in multiple meetings of individual criteria areas that facilitates the transfer of knowledge to personnel members. The ODCTE Accreditation process is a pivotal cornerstone of learning and continuous improvement for the personnel and SLT while providing a foundation for a SPP. The collection of customer and stakeholder data and feedback, the examination of organizational processes and practices, the disaggregation and analysis of data, and the development of action plans for improvement have provided the personnel personal and professional growth opportunities. By acquiring an in-depth knowledge and understanding of organizational processes, personnel members will be able to better serve students, other customers, and stakeholders.

Personal and professional growth development is emphasized, encouraged, and supported strongly as district processes. Every employee has an ISP focusing on his or her own professional growth with annual updates. Continual growth is encouraged and expected of all personnel members.

4.2 b Data, Information, and Information Technology

4.2b(1) How does the institution verify and ensure the quality of organizational data and information?

4.2 b(2) How does the institution ensure the security of sensitive or privileged data and information?

Organizational data, information, and knowledge is managed to ensure accuracy, integrity, reliability, timeliness, security, and confidentiality. Technologies include: a 250 MB Internet Broadband; fiber-optics and copper backbone of hardware and software infrastructure; Cisco Call Manager/VoIP telephone system; and a public address intercom system. Led by the Network/Information Services Manager, a technology committee annually updates a detailed [Technology Plan](#) that is approved by the BOE. The Technology Plan provides a comprehensive accounting of information management and technology required to perform service offerings.

A tremendous amount of data and information is made available to customers, stakeholders, and personnel through electronic means. Reliability, accuracy, timeliness, security, and confidentiality are high priorities. To ensure these qualities are present and current, procedures and processes have been developed to involve multiple review points to address key properties. These priorities and review points include:

Accuracy

- Manual and system checks
- Address validation

Reliability

- Next Generation Firewall Cisco FirePower 2110 provides Anti-virus and anti-spam protection
- Data and system backups every 12 hours to ensure data currency local and cloud-hosted
- Disaster recovery capabilities

Timeliness

- User access is via wired, wireless, and remote access
- System updates
- Use of real-time Student Accounting System (SAS)
- Performance testing

Security and Confidentiality

- Data is protected through usage of password log-in restrictions
- Yearly security audits ensure system rights and permissions to access data
- Online data system for customer records
- Data is maintained for the required amount of time then destroyed
- BOE Policy / FERPA regulations

4.2b(3) How does the institution ensure the availability of organizational data and information?

Data and information is made available in a user-friendly format to personnel, collaborators, students, and other customers through the methods shown in *Figure 3.2d(1)-1*. NWTC uses three major network databases to manage financial and student data, and facility availability. Other smaller databases are used to manage HR, calendars, and e-mail. A student accounting system, Sonis, provides data, integration, and access to student records and information for personnel. Sonis Data is used to complete CTIMS - State Reporting. TRENDS (General Funds) and ADPC (Activity Funds) provide budgetary data including instructional/department budgets. HR data containing all employee information is housed in an Excel database. Access to all data and information is controlled through security based upon employee responsibility and functions.

4.2b(4) How does the institution ensure that hardware and software are reliable, secure, and user-friendly?

Reliability of hardware is ensured by the purchase of high-quality equipment from reputable manufacturers known for product reliability. Primary servers, backup servers, and other IT equipment are properly maintained and replaced as needed. Hardware is maintained by the IT department and replaced every four to five years in high usage areas with the old equipment being refurbished and reused in other classrooms. Faulty equipment is replaced as needed. Software reliability is provided and guaranteed through regular maintenance and replaced with new versions as needed. Systems security is comprised of firewalls, Internet filtering system, antivirus

software, and spyware-blocking software. Servers and switches are physically secured.

4.2b(5) In the event of an emergency, how does the institution ensure that hardware and software systems and data and information continue to be secure and available to effectively serve students, business and industry, other customers/stakeholders, and organizational needs?

In the event of an emergency, NWTC has in place an [Emergency Management Plan](#) to safeguard data and information as well as hardware and software systems in order to continue effectively serving customers, stakeholders, and organizational needs. Students, customers, partner schools, and personnel are notified utilizing emergency notification services from [OneCall Now](#) delivered directly via phone message.

Uninterrupted power supplies to prevent down time during short terms of power failure support primary servers and switches. In the event of a hardware failure, hardware and/or parts are replaced as needed to provide hardware stability. In case of total devastation or natural disaster, off-site backups are available for rebuilding servers. Due to the distance of 52 miles between the campuses, each campus hosts a primary data server, IP phone server, as well as a Barracuda Backup server. System and data backups are duplicated to the Cloud as well as backed up in multiple off-site locations for immediate availability restoration. The TRENDS accounting system server is housed at the Alva Campus with backups stored off-site with ADPC. Many of the FT program areas access curriculum and resources online, which are available and accessible from any location with Internet access.

4.2c Data Management

4.2c(1) How is the instructional management system used to monitor and document student progress?

- **What type of instructional management system is used?**
- **What information is collected, measured, monitored, and stored in this system?**

How is it collected?

NWTC utilizes two primary types of student tracking. The first is the SONIS student management system. This system is web-based and allows the district to track attendance, completion, course and career majors, disciplinary infractions, and high school/adult enrollment demographics. Segregation of uses and methodology of the [SONIS system](#) is shown in Figure 4.2c(1)-1. Secondly, faculty have access to use [Canvas, a Learning Management System](#) (LMS) with gradebook features. Excel and other software are also available to track grades and student data.

Figure 4.2c(1)-1 SONIS Student Management System

Sonis Student Information System		
Function	Component Use	Method of Collecting
Student Information	Tracts student enrollment, certifications, grades, grade level, race, ethnicity, etc.	From the Student
Short-term & BIS Class Enrollments	Tracts ACD and BIS student enrollment in all classes and their progress. This information is measured and submitted to ODCTE.	From the students enrollment form and the instructors grade reports
Full-time Program Enrollments	Tracts the full-time students enrollment and progress through their respective program. This enrollment information is reported to ODCTE and other reports such as IPEDS	From the students application and acceptance into their respective program. Progress is maintained through their attendance and grade reporting.
Document Management	The types of student documents that are stored include District required documents from the Student Handbook, permission slips, medical alerts, etc.	Documents are provided by the student and scanned into the system
Grades	This component is utilized to store the student's semester and course grades. This information is displayed on the transcript, student's plan of study, provided to Financial Aid (if applicable) and reported to the students sending high schools.	Grades are provided by the instructors.
Attendance	The attendance is entered daily by the instructors or campus Registrar.	Attendance is entered daily by the instructors.
Financial Accounts	The students account balance is available through the system. Amounts paid and received are tracked in the system.	Payments, refunds or other transactions are entered into the system by the office staff.

Source: SONIS Student Management System

The SONIS cloud based application is a fully functioning student information system that collects, stores, measures and monitors the following information:

- Student enrollment, certifications, grades, grade level, race, ethnicity, etc.
- Attendance
- Discipline referrals/notes
- ACD and BIS student enrollment in all classes and their progress. This information is measured and submitted to ODCTE.
- Student/parent emergency contacts and permissions
- FT enrollment, matriculation and completion data
- Student financial status, including grants, scholarships and tuition waivers
- Student's Plan of Study
- Transcripts, certification examinations and licensures obtained

4.2c(2) How are client files, reports, and onsite visits recorded and monitored annually?

NWTC practices efficient and effective client management through a variety of systems and methods. FT students begin their exposure to NWTC through [6th grade career fairs](#), [8th grade](#) and [Sophomore tours](#). Students that exhibit interest are offered enrollment options by the counseling staff and if they choose to enroll are then invited to a "[Signing Day](#)" event.

Records of all groups participating in these events are maintained by the counselor, MD and student services office.

BIS on-site visits and client consultations are documented individually by their respective function area and BIS service. BIS directors on both campuses do pre and post employer consultations with companies that do training with NWTC. These are documented through calendar data and meeting notes that allow the director to make program modifications and improvements. The ODCTE Career Tech Information Management System (CTIMS) is employed as a data management and submission tool by the district.

4.2c(3) How are applicable department/program-specific records, plans of study, program plans, and/or work-based agreements recorded and maintained?

NWTC considers the management of program specific records to be paramount. Program plans and plans of study are available to the public through the student services office at each campus, the counselor at each campus, as well as online at the district's website www.nwtech.edu. An approved plan of study for all students enrolled in FT programs is available through the student services office at each campus.

ACE instructors maintain a [course syllabus](#) and recommend changes to the appropriate BIS director or assistant superintendent for approval. FT program instructors maintain syllabi as well. Each individual course syllabi contains:

- Course name and description
- Career area descriptors
- Program total hours
- Prerequisites for the program
- Program hours broken down by course
- Required textbooks and other resources
- Campus site (Alva or Fairview)
- Potential course outcomes and career outlook

Worksite agreements for students on [OJT](#) are available through the NWTC staff web portal, and outline clearly the process of placing students in industry. Approved forms are kept in each program area by their respective instructor.

4.2c(4) How is inventory managed?

NWTC maintains a database of all inventoried items. These are allocated to the specific program area or staff member utilizing a districtwide inventory accounting process. Equipment valued at \$100 or more is automatically assigned an inventory designation through the ADPC/TRENDS accounting software program. This program is utilized for all general fund requisitions and PO throughout the district.

An inventory clerk in the student services office on each campus maintains a current inventory for all staff members and

program areas. This inventory is reviewed and all items accounted for annually in May of each year. Any missing items are documented as either lost or stolen, and appropriate next steps are taken to ensure accountability. Items valued under \$100 are listed by staff and/or photographs are taken to verify equipment on-hand, and submitted to office staff.

NWTC utilizes an equipment transfer form, available via the staff web portal, that allows an individual to transfer an item from their program to another program. In addition, this form is used for deletions of equipment to surplus, salvage, and trade-in which the BOE then approves at their regular monthly meetings.

4.3 Measurement and Analysis Results (*The goal of this item is to evaluate the management of data.*)

What are the technology center's performance results?

4.3a(1) What are the results for performance measurement, analysis, and/or improvement?

Performance measurement and analysis is designed to elicit data for improvement. NWTC records this information through the District SP, and results are aggregated through ODCTE state reporting and District Profile reports. Data management at NWTC is conducted through a framework of instruments and collection tools designed to best allow the district to analyze findings and make changes towards continuous improvement. The following instruments aid the district in data collection, aggregation and analysis:

- TRENDS
- Google Drive for education
- SONIS
- CSC
- CTIMS
- CTYOU

4.3a(2) What are the results for organizational knowledge?

Organizational knowledge pertaining to NWTC is both rooted in past and current practices, while still allowing for necessary growth and modification directed towards future educational development. This doctrine is constantly evolving as personnel changes and positional reassignments occur.

Educating personnel about all functions of the technology center, beyond their own departmental area is facilitated through monthly "Tech Tuesday" meetings. These after school workshops are held in a different instructional or departmental area of the school each month, with the staff members employed in that area sharing key information and marketable discussion points. A question and answer period at the end of each session is used to determine retention of information, and a survey instrument is distributed and collected that is used to drive future sessions and program topics.

NWTC has consistently low turnover rates, which assists in maintaining the organizational knowledge and passing this information on to new staff members. The HR director onboards new employees by requiring them to meet with several departmental staff areas. This document lists each of the appropriate personnel member to meet with, as well as the desired outcomes from this meeting. Each one of these meetings must be “signed off” on by these individuals to demonstrate that organizational knowledge was shared. Employee-level organizational knowledge is archived in a living document identified by the district for work processes. Implemented in FY19, each staff member annually must submit two work process documents that outline a process/procedure required for their position. Utilizing these, the SLT is able to better prepare for personnel education and orient new staff more rapidly.

4.3a(3) What are the results for data, information, and/or information technology?

4.3a(4) What are the results for data management?

See 4.2.b for the results attained by using effective data management strategies. NWTC has not had any serious virus infections, data loss or data security breach due to a fault in the IT system. Data management results are evidenced through the District’s successful reporting and meeting of all ODCTE deadlines for FT, BIS, and ACD data. This data includes information regarding the student, program, course, academic transcript credit, and follow-up. Follow up information includes student completion, retention, placement and wage information. This is historically archived and available for reference to school administration and staff to assist in program planning and district SPP.

All staff forms, documents, and manuals are available via the district’s intranet. This information is updated through a single point source data manager for the district, ensuring consistency in processes and procedures from year to year and across both campuses. Third party accreditation reviews and certification processes demonstrate that the district is complying with all state and national mandates in regard to program curriculum, instruction, equipment, and student outcomes.

5 – Personnel

5.1 Environment (*The goal of this item is to identify strategies and/or processes that the technology center uses to build an effective environment for accomplishing work and supporting personnel.*)

How does the technology center build an effective and supportive environment?

5.1a Capability and Capacity

5.1a(1) How are personnel capability and capacity needs assessed? How does the technology center ensure that staff are meeting their requirements?

NWTC realizes that focusing on shaping a foundation of capable and knowledgeable personnel members is essential to carrying out the vision, mission, core values, and core competencies outlined in *Standard 1: Overview*. Providing opportunities for personnel PD and growth is an integral part of NWTC’s organizational culture and strategic plan *Goal 4: Empower Workforce Members*.

NWTC’s FT personnel are categorized by 4 primary groups, as shown in *Figure OVa(3-1)*. With a focus on long-term sustainability, as well as the customer experience, NWTC strives to hire employees with excellent skills and credentials. As referenced in the Organizational Profile (OP), [all administration and faculty possess the appropriate certifications and licensures required](#), with 38% having earned advanced degrees; 79% of the entire personnel have a minimum of a bachelor’s degree. NWTC also employs instructors who hold National Board Certified Teacher credentials. Continuing the focus on long term sustainability, NWTC assists personnel members with continuing education and obtaining teacher or administrator credentials, both through the [Oklahoma Lottery Scholarship](#) as well as through the [NWTC Educational Assistance Program \(EAP\)](#). The EAP encourages employees toward both personal and professional growth with tuition reimbursement. *Figure 7.1c-7* outlines NWTC’s emphasis on education.

Detailed job descriptions provide information about the education, experience, certifications, expected and required skills, essential job functions, and dependability necessary to attain and successfully matriculate in a position with NWTC. Because of increasing competition from local industry, the pool of personnel candidates is ever dwindling. NWTC combats this by hiring skilled employees, providing continuing education opportunities, and training that may be needed to obtain the desired and required certifications. This is possible through provisional certifications and a mentoring program for new instructors. Recruitment avenues for these efforts include the NWTC website, area newspapers, social media, and the job posting process through HR. To ensure that the personnel at NWTC are meeting all capability and capacity needs, supervisors conduct annual performance evaluations that are

used to identify areas of excellence in the personnel, as well as OFIs.

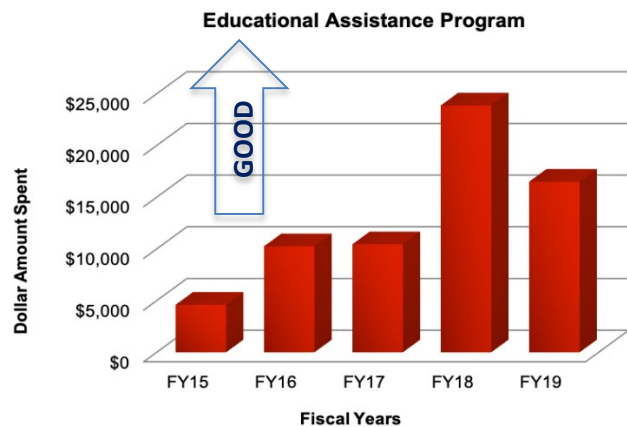
The [SLT](#), in consultation with the HR and the BM, evaluate changing or additional employment needs for NWTC. NWTC also allows for flexibility in the capability and capacity of its personnel by sharing some key positions between the two campuses. Needs are based on budgets, enrollments, resignations, retirements, number of personnel needed to deliver programs and services, and certifications.

NWTC assesses personnel needs through a systemic improvement process and ISP completed by all staff. Performance appraisal instruments, tailored for each staff member role and workforce segment, are approved by the BOE and utilized by the appropriate supervisor as dictated by [BOE policy and school law](#). All job descriptions and evaluation instruments are available for review by all personnel through the staff portal of the NWTC website. Based upon appraisal results, improvement plans are created as needed.

NWTC has in place a PDC that meets regularly to determine personnel PD needs and recommend PD activities and agendas for in-service and training days. An [annual PD plan](#) developed by this committee is approved annually by the NWTC BOE. This committee also tracks and submits to the administration and BOE the status of PD points accrued annually by each staff member. Committee members are made up of staff members from numerous workforce segments and represent both the Alva and Fairview campuses.

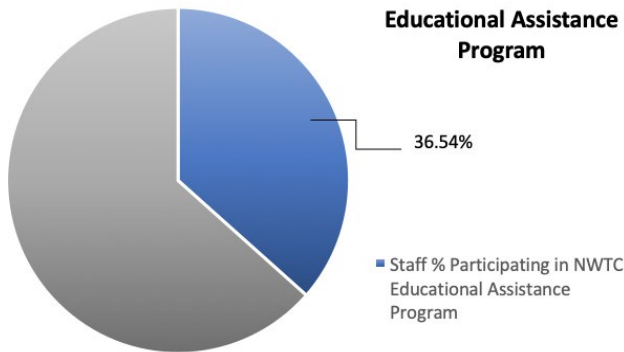
A key improvement and growth asset is the ability for staff members to gain financial assistance in obtaining initial and advanced degrees through the EAP. Begun in FY15, the program has shown measurable success in creating a staff climate of increased educational attainment, as shown in *Figures 5.1a(1)-2 and Figure 5.1a(1)-3*. Staff members are encouraged to increase their skills, training, and abilities for multiple areas at NWTC through this process.

Figure 5.1a(1)-2 NWTC Educational Assistance Program



Source: NWTC HR department

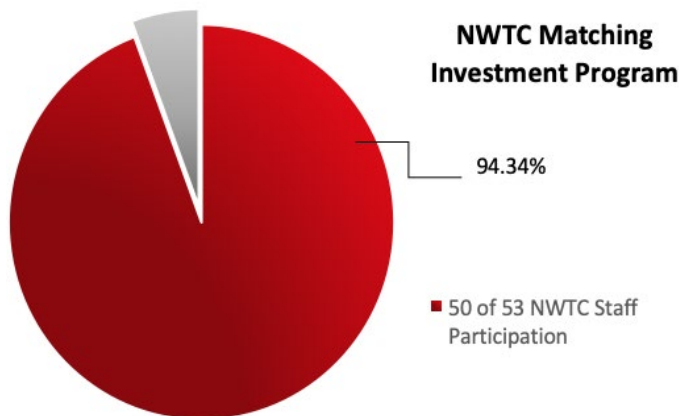
Figure 5.1a(1)-3 Educational Assistance Data



Source: NWTC HR department

Long term sustainability of NWTC staff is achieved by focusing on individual growth and structured, staff-driven PD opportunities. These activities focus on “just in time” staff needs and seek to develop the whole individual through personal and professional skill enhancement. Additionally, staff are encouraged to take care of their physical, emotional, and financial health. The district provides a matching [401\(a\)/403\(b\)/457\(b\) investment program](#) as well as optional on-campus financial advisement through Horizon Investment Strategies. *Figure 5.1a(1)-4* illustrates the broad acceptance and participation in this program by NWTC staff members. It is the position of the district that a healthy employee is a happy employee. Physical fitness and well-being is enhanced through free of charge optional health screenings and gym memberships provided at campus sites. Staff is provided regular safety training to aid them in performing their jobs more effectively and injury-free.

Figure 5.1a(1)-4 403(b)/457(b) Participation



Source: NWTC business office

5.1a(2) How does the technology center recruit, hire, place, and retain new personnel?

[Hiring and retaining the best candidates](#), starts with posting open positions on the NWTC website, the ODCTE website, the Oklahoma Employment Security Commission (OESC)/OK Job Match website, in local newspapers, on Facebook and other social media outlets, employee networking, internal promotions and successions as well as former NWTC students. Due to the strong reputation that NWTC has in our community areas, stakeholder word-of-mouth is often critical to sourcing expertise locally and abroad for open NWTC job positions.

NWTC’s competitive salary and benefits greatly increase our potential hiring pool. Hiring practices reflect the community demographics by encouraging a diverse personnel in age, educational levels, and gender. Interviews are conducted by a hiring committee comprised of several employees to be reflective of the different segments of the personnel with the goal of finding a suitable candidate that not only has the required certifications, skills, and education, but also represents the organizational culture and will be a valuable addition to the NWTC family and relate well to the school community.

[New personnel members meet with the HR director to go through a comprehensive checklist to ensure new hires have paperwork and information necessary to successfully begin employment.](#) Evolving from the [2015 accreditation feedback report](#), use of the SPIE model resulted in a new staff member engagement tool; the [new employee check-off process](#). This system includes an overview of the code of ethics, vision, mission, and core values as well as a detailed discussion of benefits, touring the campus facility, and an introduction to current personnel members. One of the key processes is the inclusion of a required HR staff member sign-off document that directs new staff to meet with key personnel on each campus. This individualized process provides the new employee with information on key work processes and other important details in regard to how their area functions symbiotically within the greater district as a whole. The process concludes with an [evaluation from the new employee](#) to ensure that the employee feels that they were given all the tools necessary to be successful at NWTC.

[Educating new employees about NWTC’s culture and ideas is a top priority. Appreciation from administration, as well as their open communication policy, fosters a feeling of empowerment, creating a culture of caring that is imperative in retaining personnel members.](#) New instructional personnel members are paired with a mentor to assist with the first year of employment. Incentives that all personnel members are provided include: PD opportunities, benefits package, health and wellness opportunities, professional conference participation, annual leave, and designated paid holidays off. As a recipient of numerous OATC Gold Star Awards, a competitive salary schedule and a high employee retention rate, NWTC has a reputation of being an excellent place to work.

An innovative practice that NWTC employs to the benefit of the district is a hiring committee practice. All candidates for positions within the district are interviewed by a committee consisting of peers in similar/same positions, administration, and other campus professional staff. Selections made for recommendation to the Superintendent and then the BOE are a decision of these committee members jointly. Quality of life is an important determining factor for potential employees, particularly those that would be relocating to the district. NWTC’s district, encompassing over 4,000 square miles, offers a plethora of lifestyle, community, school, and recreational opportunities to these individuals.

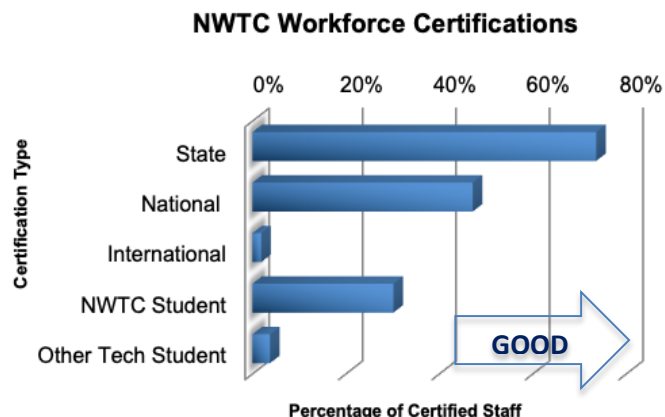
5.1a(3) How does the technology center organize and manage its personnel?

NWTC organizes and manages its personnel by accentuating flexibility and merit in the work climate. Focusing on the mission, vision, and core values alignment of the goals set forth from the five-year strategic plan are accomplished. Additionally, all staff complete an [ISP](#) that is reviewed annually with their respective assistant superintendent. These plans are revised and updated based on these reviews and the goals of each staff member as they crosswalk with the district goals. Personal goals parallel local economic development needs for skilled workforce and training through the systematic implementation and review of ISP.

This document affords each staff member to individually assess their own professional growth goals and articulate them with the overall school district goals. These are living documents that are discussed and modified annually in meetings with each individual and their supervisor. NWTC fosters creative freedom that allows opportunities for innovative educational delivery and customized program development. The work climate also employs favorable circumstances to acquire PD and industry certifications.

Figure 5.1a(3)-1 evidences this effort by the district through the number and variety of industrial certifications received by NWTC staff members. Feedback is present in performance evaluations, in-service format, and open-door communication between staff and administration. Meticulous deliberation is considered when employing the technology needs and equipment in program growth areas, as well as an inherent respect of SMES in the personnel areas. All-campus staff meetings, instructional departmental meetings as well as numerous communication efforts such as the Monday Memo program assist in fostering a collaborative work environment.

Figure 5.1a(3)-1 NWTC Workforce Certifications



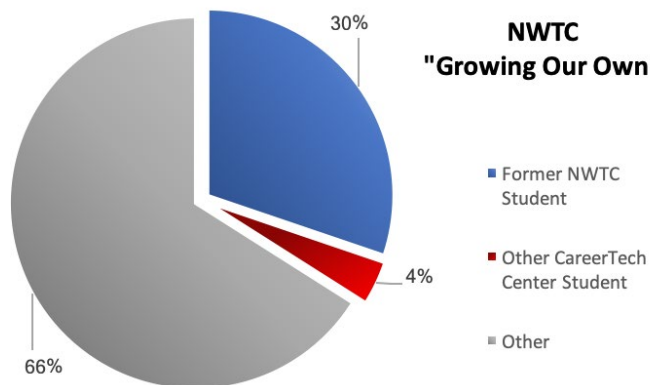
Source: NWTC HR department

5.1a(4) How does the technology center prepare personnel for changing capability and capacity needs?

Because NWTC is a relatively small school, many personnel members have multiple duties. As a result, administration encourages personnel empowerment through continued education opportunities, cross training, and meetings pertinent to personnel needs. The size of the district necessitates that personnel be flexible and willing to accept duties outside of the normal scope of a position similar to their own in a larger district. The SLT is open to reassignment of staff when needed to prevent reduction in staff positions. NWTC is known for “growing our own” alluding to the fact that many of the personnel members were former NWTC students as referenced in Figure 5.1a(4)-1.

NWTC continues to expand in an effort to meet community needs, as evidenced by increased training in healthcare and the energy industry. NWTC’s proactive point of view has enabled it to become a pilot for new programs and trainings within the CareerTech system. To handle growth, each campus has constructed new classrooms, training facilities, and offices.

Figure 5.1a(4)-1 NWTC “Grow our Own”



Source: NWTC HR Department

Another aspect of NWTC is its willingness to strive for open communication between the campuses to foster a positive attitude among peers. The LT meets bi-monthly to discuss issues and ideas across the district. This group is represented by a broad swath of upper level managers from both campus sites, as well as district-only staff. During the alternating open weeks, the Superintendent meets with both assistant superintendents to form the SLT, where bi-monthly meetings focus specifically on issues pertaining to administration.

Cross-training and continuing education opportunities are encouraged and afford the district an added measure of designed redundancy as it pertains to staffing and personnel needs. Based upon industry recommendations, community, and partner school needs, the addition of health instructional areas was determined to be a need. Both PN and PLTW Biomedical Sciences programs were started to meet the burgeoning health services and advanced academic curriculum demanded by these entities.

5.1b Climate

5.1b(1) How does the institution ensure workplace health, security, and accessibility for technology center personnel?

A [safe and friendly working environment](#) is vital to NWTC. Quarterly safety meetings, as well as annual in-service meetings, are conducted to ensure employees are in compliance with safety standards including BBP, hazardous materials, and fire safety.

Additionally, workplace health and safety priorities include:

- Maintaining tobacco-free campuses
- Complying with the NIMS
- Requiring all personnel to complete NIMS training
- Enabling handicap accessibility
- Retaining a Safety Compliance Officer
- Employing a Safety Committee with OSHA training
- Encouraging participation in the HealthChoice H.E.L.P. Check program
- Providing options for membership at two wellness centers
- Requiring all FT personnel to be trained in CPR, First Aid, and AED use
- Conducting fire, tornado, and intruder drills

Current NWTC personnel includes a first responder and a member of the Oklahoma Medical Reserve Corp, as well as an employee who is an emergency medical technician. POD push partner for the MIPS. NWTC has security cameras to increase student and personnel safety. Construction of safe rooms at each campus has been accomplished, and recent installation of backup natural gas generators on both campuses ensure power redundancy in the case of emergency electricity loss. A safety goal to diminish worker’s compensation claims through persistent safety training has been aggressively implemented and evaluated for long-term impact to the district.

5.1b(2) How does the technology center support personnel in regards to services, benefits, and policies?

NWTC has built a highly competitive benefit package for FT personnel. These employee-focused benefits affirm NWTC’s commitment to being a caring and family-friendly environment. Key benefits and services are outlined in *Figure 5.1b(2)-1*.

All of NWTC’s policies are listed on its website, encompassing BOE PP. These include information on general rules and policies, personnel, fiscal information, transportation, and community, as well as the code of ethics and code of conduct for instructors. Copies of PPs are also kept in the student service offices and are available to all personnel members, as well as the community upon request. Each classroom also has its own set of PPs that instructors and students follow.

NWTC Employees are provided many more benefits and input opportunities that address their continued efficacy and satisfaction. Designated nursing mother areas, staff clothing allowance/provided shirts, policy and handbook input, regular safety training, gender neutral restroom facilities, and other intangible allowances encourage and build on this personnel support effort.

Figure 5.1b(2)-1 Key Benefits and Services

Employer Paid Benefits	<ul style="list-style-type: none"> ● Medical Insurance ● Dental Insurance ● Group Life Insurance (amount of salary) ● Employer and Employee Contributions to the Oklahoma Teacher Retirement System ● Employer 401a match
Additional Benefits & Services	<ul style="list-style-type: none"> ● Options for Employee Paid <ul style="list-style-type: none"> ○ Section 125 Flex Benefits ○ 403(b)/457(b)/401(a) Retirement Plans ● Generous Leave Programs <ul style="list-style-type: none"> ○ Annual ADDITIONAL DAYS FOR LONGEVITY ○ Sick <ul style="list-style-type: none"> ○ Personal ○ Holiday Breaks ● Sick Leave Sharing Bank ● Wellness Center Opportunities ● Professional Development Activities and Trainings ● Transfer of sick leave from other educational institutions ● Payment of unused sick leave at retirement ● Educational tuition assistance program

Source: NWTC HR Department

5.1c. Collaboration

5.1c(1) How do work areas inform and collaborate with each other?

5.1c(2) How do specific programs coordinate services and activities with partners through regularly planned informational meetings and correspondence?

NWTC creates collaborative culture through integrated staff development, workplace transparency, and from structured cross-training opportunities. All stakeholders, including clients, students, and staff and invited and encouraged to actively engage in this collaboration. district work areas come together through structured cross-training, “Tech Tuesday” learning sessions, internal committee memberships, mentoring roles, new employee orientation, professional conferences (data from PD report), district team meetings, innovative practices, and informational and transparent global communication from administration.

External [stakeholders](#) play both extended and ephemeral roles with the district in multiple capacities and through numerous channels and networks. Through participation on ACs, EBC’s, LEPC’s, County health boards and law enforcement groups, off-site fire training facilities, and economic development groups these stakeholders are enveloped in a synergistic relationship highlighting the benefits that NWTC brings to these endeavors.

District staff symbiotically intertwine with many of these same stakeholders by participating in a multitude of community, civic, and social groups outside of the school setting. Partner school meetings, both with a wide gamut of school staff and via Carl Perkins consortium further provide a solid link between the needs of the stakeholder and the ability to meet these needs displayed by NWTC.

NWTC is unique in that it shares a staff member in partnership with [WCEDC](#). This individual, housed at the Alva campus, works with the economic consortiums to advance the development of business, industry, and quality of life in Woods county. Innovations made through this partnership include the Avard rail park, both the Share and Wisdom trust funding opportunities, and the Alva industrial alliance. Current work is in progress to construct a 300,000 square foot indoor rodeo and exposition center for economic growth within NW Oklahoma, centered on the Alva community and NWOSU.

5.2 Engagement *(The goal of this item is identify systems used by the technology center to: foster high performance, address core competencies, accomplish action plans, and ensure technology center success now and in the future.)*
How does the technology center engage personnel to achieve a high performance work environment?

5.2a Engagement and Performance

5.2a(1) How does the technology center foster an organizational culture that is characterized by open

communication, high performance, and engaged personnel?

NWTC has an established organizational culture that reflects high expectations of students and personnel members. The SLT has an open door and open communication policy that ensures the personnel team is knowledgeable about the latest updates and changes. Communication is an extremely important part of the personnel culture with the SLT; the SLT is actively engaged in their respective campus programs by frequently visiting classrooms to share ideas and listen to concerns. Sharing information about BOE meetings through e-mails, staff meetings, and other avenues of communication illustrates the SLT believes that well-informed personnel are productive personnel.

Personnel members are encouraged to share innovative ideas for change or improvements necessary for the continued success of NWTC. Employees strive to do their part to make the school a cohesive unit. The family-friendly aspect of the culture is proven through the act of caring about each employee’s personal life, family, and work. These components provide a growth process for improvement and a progression for departments working together such as NWTC signing day, 6th grade career fair and back to school night.

NWTC administration makes a concerted effort to create a culture of open communication and empowered transparency. Personnel changes and other important district decisions are communicated as soon as possible and in as much detail as permissible with all staff via email and in person. Social activities for all staff such as a summer conference dinner, luncheons/potlucks, birthday celebrations, and spouse-attended Christmas parties all effort towards this common goal. Administrators regularly move throughout the school and instructional program areas, actively listening to ideas and concerns. These are shared at the bi-monthly SLT meetings for further action.

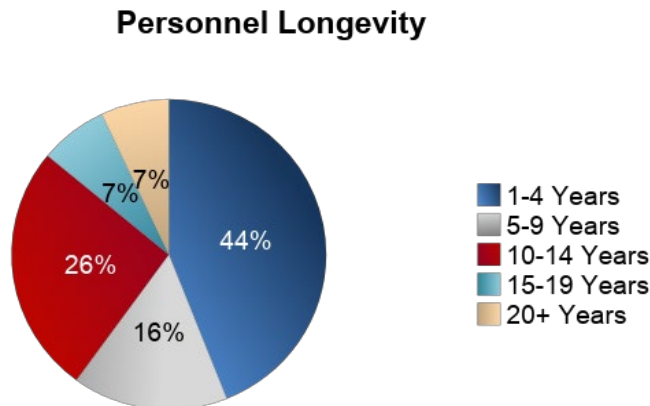
5.2a(2) How are key drivers of personnel engagement determined?

NWTC maintains daily activities that promote an attitude of family friendliness through small-community bonds and trusting relationships. Employees are considered stakeholders in the school where empowerment and creative freedom are part of the daily operation. Communication, leadership, and administrative relationships provide personnel with a team mentality. Employee morale is enhanced by access to continuing education, workplace support, volunteering for community events, and recognition of personal achievements.

Staff meeting recognition, kudos, providing school-branded shirts for events, maintaining a social media presence, and workplace appreciation activities are examples that

significantly impact personnel loyalty and satisfaction. Longevity and retention is a strength identified in the NWTC personnel with approximately 40% of the personnel being employed for ten years or longer as is evidenced in the *Figure 5.2a(2)-1*, which showcases the years of service.

Figure 5.2a(2)-1 Personnel Longevity



Source: NWTC Business Office

5.2a(3) How is personnel engagement assessed?

A measure of assessment utilized at NWTC to determine personnel engagement includes an ISP. Performance appraisals for all staff including a TAS process, student/instructor evaluations, BIS course evaluations and ACD student/instructor evaluations. Informal culture enhancement exists with open communication between the SLT and personnel, which includes an open-door policy about satisfaction, work issues, as well as reviews on performance evaluations. NWTC has a formal grievance procedure and absentee/sick leave policy in place. An extensive safety plan (safety committee, training, evaluation and feedback) evaluates campus safety and security, employee safety training, accident reports, global harmonization statistics, and compliance to the NIMS process with all personnel completing an integral part of the program. Additionally, a select group of employees have completed the homeland security program.

NWTC is working to develop benchmarks through personnel engagement surveys addressing the opportunities and challenges that are faced by the district. This information is essential to both sustain and grow the organization while continuing efforts to determine personnel satisfaction and to elevate NWTC. [The Best Places to Work Employee Engagement Survey](#) was implemented in the fall of 2017 to provide creditable and anonymous results in which to base improvement goals. The results of the survey are referenced in *Figure 1.1a(2)-1*. and *3.2a(5)-1*. Results from the survey were provided to all personnel members, the SLT, and the BOE to identify OFIs and evaluate and build upon strengths. Specific areas of personnel engagement that NWTC strives for

excellence include: personnel satisfaction, administrative communication, effective leadership, desirable work environment, commitment to quality, and creative involvement.

5.2a(4) What is the technology center's personnel performance evaluation system?

Performance evaluations are constructed to meet the needs of the district, staff member and stockholders while providing a structure for improvement. The district has developed performance appraisal instruments for each staff position, when applicable and legally acceptable. For certified instructional staff, the district employs the [TAS](#) to review instruction, ensure exemplar instructional performance, and provide structure for individual growth as needed. Student surveys and focus groups are an endemic tool that offers another perspective for program improvement and enhancement.

Personnel in BIS, particularly those in instructional and training roles, are evaluated by their supervisor and through student surveys at the completion of each training module. BIS CEO individual consultations are conducted by each respective BIS director at the conclusion of a training program. These consults are used to modify and improve the educational services provided to clients.

5.2a(5) How does the personnel performance evaluation system support high performance and engagement?

The culmination of the efforts put forth towards engaging the personnel and cultivating the organizational culture are evident in the numerous achievements and accolades received by employees. Recognition of outstanding employees takes place during monthly meetings, as well as being highlighted on the homepage of NWTC website and in local newspapers. This serves to encourage and reinforce NWTC's focus on performance and innovation. Team and individual recognition for winning OATC Gold Star Awards, completing PD training, and participating on continuous quality improvement teams are all important to affirm NWTC's commitment to supporting and encouraging performance of personnel members. All certified professional personnel are required by local policy to participate in at least 15 hours of PD activities per year while support staff are required eight hours of PD activities. PD points attained by personnel with no deficiencies and a high number of staff members exceed requirements. NWTC PD meets or exceeds all required OSDE and ODCTE mandated training on an annual or as-required basis.

Implementation of career option programs such as PN, construction trades, and biomedical sciences, demonstrates a willingness of NWTC's SLT to take risks to reinforce the focus on student learning. An additional example of intelligent risk taking [IF](#) was to seek the approval from the OBN to implement

a new state standard by implementing Oklahoma's first concept-based PN program.

5.2b Personnel and Leader Development

5.2b(1) How does the professional development system support the technology center's needs and the personal development of its personnel and leaders?

The SLT encourages the personnel at NWTC to seize opportunities for PD and are given the time and resources to attend partner school activities, student and customer events and activities to positively engage stakeholders. Along with the efforts to serve customers, the personnel receive adequate financial support, assistance and access to additional resources, and the flexibility to modify services to best serve their customers. These values are not only encouraged, but are also modeled from the top down by the SLT through example and their accessibility to the personnel, customers, partners, and stakeholders.

NWTC strives to be on the cutting edge of the latest advancements in technology and attempts to nurture a culture of innovation in education; instructors participate in training on the most current advancements in each career area. NWTC personnel members are encouraged to complete certifications and endorsements and utilize advanced software and hardware technology in the workplace. Personnel members who attend professional seminars, conferences, and training sessions frequently provide information and cross-training to NWTC personnel as well as members of community professional groups and educators in partner schools. Through continuing education, the mentoring of new staff, and constant improvement of job skills, NWTC provides students and other customers with a knowledgeable and efficient personnel.

NWTC strives to be an institution of high standards. To ensure the ethical behavior and proper conduct of staff, NWTC has established a code of ethics and practices ethical business standards. All NWTC personnel members, including the BOE are held accountable for ethical behavior. Through the BOE PPs, the code of conduct for personnel, the student code of ethics, the Internet usage agreement, and even through the [global harmonization standards](#), NWTC focuses on a commitment to strong ethical practices.

[Efforts to be focused on customers and driven by the customer requires NWTC to be responsive to the educational needs of customers by providing flexible and timely training.](#) Needs assessments from students, other customers, businesses, and stakeholders initiate requests to provide specific classes and business trainings. NWTC solicits information on new industry trends, latest business practices, and innovations in technology in order to stay current with the needs in the district.

An important focus on NWTC career option students involves dedicating the first ten days of the school year to engaging

students with a combination of social activities placement/retention activities. The activities are designed to help students realize the positive aspects of completing a career program and becoming employed. Students enrolled in a career program receive a color coded NWTC t-shirt to promote unity, team spirit, and a sense of school pride. [Sophomore tours](#), [8th grade tours](#), and [6th grade career fairs](#) are used to promote career development, as well as introduce students to NWTC. New students are integrated into the technology center prior to arrival in August through a ["Signing Day" event](#) held in April of the prior school year. Students and parents are invited to attend, meet their new instructor, and sign as a new NWTC student. Attendance has been high and is positively correlated with student retention and matriculation.

Through fun and fellowship at the beginning of the school year, NWTC hosts a meet and greet called ["Tech Tailgate"](#). This open house style activity is used to inform and educate prospective students, parents, other customers and stakeholders of the opportunities at NWTC. An indicator of the NWTC focus on the community is the wide variety of training to local business and industry. NWTC has the flexibility to respond to community needs and requests through safety training, firefighter training, hazardous chemical training, and CPR certification as well as customized training for the energy industry and law enforcement. NWTC facilities are frequently utilized as a community focal point by state decision makers and local dignitaries to host meetings and conduct community informational sessions. [Facility usage](#) is an important part of the mission of NWTC, and the various types of groups using the facility demonstrate a well-rounded community and education focus by the district. The NWTC campus is utilized several times each year as a designated voting precinct by the county election board. NWTC also hosts the [EDD program](#) and business incubator.

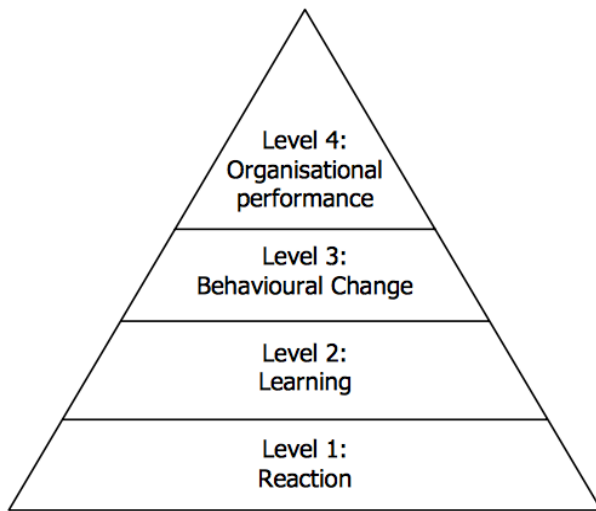
Although NWTC has a solid record of employee longevity, retirements and employee migration does occur. When a job vacancy exists, extensive efforts are made to hire the right person for the job. Transition planning is conducted by the SLT; whenever possible a new employee is hired in advance and given adequate time for "on-the-job training". New employees go through orientation with the [HR Department](#), and mentors are utilized to facilitate a smooth transition. [Current employees who transition to another position within NWTC undergo cross training with other staff as appropriate to ensure work processes continue efficiently; employees are encouraged to achieve certifications and continue education pertaining to the position.](#)

5.2b(2) How is the effectiveness and efficiency of the professional development system evaluated?

PD that employees receive is immediately reviewed through staff survey input at the conclusion of the [PD activity](#). Results from these surveys are aggregated and discussed by the PD

committee for modification and enhancement of future staff learning opportunities. The efficacy of personnel members in regard to implementation and understanding of previously delivered staff PD is measured through formal and informal performance appraisals, customer survey feedback and student outcome metrics. This process closely models the [Kirkpatrick theory](#) of learning and training evaluation by incorporating reaction, learning, behavior and results into a holistic PD model that is driven by personnel to meet the exacting needs of the district. This model is shown in *Figure 5.2b(2)-1*.

Figure 5.2(b)2-1 Kirkpatrick Theory of Learning



Source: Kirkpatrick, 1996

5.2b(3) How is career progression and succession planning managed for the technology center?

NWTC strives to hire the best available candidate for open positions, and when optimal looks within for promotion of qualified personnel. Working to hire, maintain, and retain employees and develop skills needed as work processes change are priorities that assist in succession planning. Maintaining a solid record of employee longevity as evidenced in *Figure 5.2a(2)-1* requires efforts to ensure the transition for personnel members to new positions is as smooth as possible through appropriate training as well as cross training by existing personnel members.

Succession planning is critical to the success of the organization. The SLT with consultation from the BOE and appropriate personnel member's conducts succession planning to fill key roles within the organization. TechCAP, a CareerTech training program for administrator development provided by the ODCTE, is utilized to provide opportunities to establish, continue, and advance the skills of current and/or prospective administrators. By increasing knowledge of the CareerTech system a smoother transition is likely when

retirements and/or vacancies occur. Likewise, TechCENTS is a financial leadership PD program administered by the ODCTE designed to strengthen the knowledge of participants in the requirements for managing school finances in legal, ethical, and responsible ways.

PD plans, performance on evaluations, and qualifications provide information for discussion of present and future personnel decisions. Numerous former students of NWTC have returned to be productive personnel members, reinforcing NWTC's informal philosophy of "Growing Our Own" as an important part of the personnel, as illustrated in *Figure 5.1a(4)-1*.

5.3 Personnel Results (*The goal of this item is to demonstrate how well the institution has been in creating and maintaining a productive, caring, engaging, and learning environment for all members of the technology center personnel.*)

What are the technology center's performance results?

5.3 a. Personnel Results

5.3a(1) What are the environment results?

5.3a(2) What are the engagement results?

The core values of innovation, professionalism, loyalty, enthusiasm, and teamwork are essential to NWTC's personnel. The education level of the NWTC personnel as noted in *Figure 5.1a(1)-1* illustrates a significantly high level of educational attainment. The skills, capability, and capacity of the personnel are a fundamental focus of the SLT. With several National Board Certified instructors, as well as numerous personnel members continuing their education in pursuit of advanced degrees, NWTC students and customers are assured of being instructed by an educated and skilled personnel. The fact that 30% of NWTC personnel are former NWTC students is evidence that "Growing Our Own" provides quality employees. Personnel members who have attended a technology center as a student can utilize the workplace education learned to better relate to students and customers.

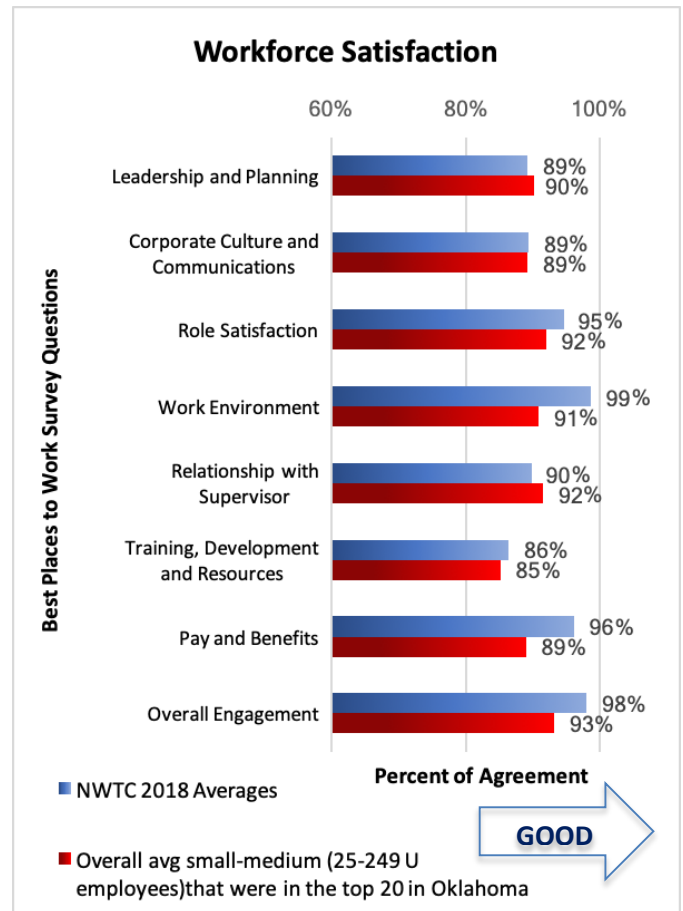
NWTC maintains a strong presence through [OkACTE and ODCTE committees and awards](#), having several statewide officers and award winners. With particular importance placed on state and national certifications, as emphasized through personnel licensure and certification, NWTC's personnel has a high number of teaching and industry specific credentials as shown in *Figure 5.1a(3)-1*. Of the NWTC personnel, 40% have personified the core value of loyalty by working 10 years or longer at NWTC as revealed in *Figure 5.2a(2)-1*. This demonstrates employee longevity and personnel retention as a reflection of workplace satisfaction and commensurate district positive appraisal of personnel in general. The dedication and teamwork of the personnel provides stability and continuity for not only NWTC, but for customers and communities as well. Communication among the SLT, faculty, staff, and customers is a major component of the organizational culture at NWTC.

By keeping the personnel engaged in solving problems and reaching solutions together, the SLT has fostered a culture of trust.

Recognition of individual personnel performance by SLT has had a significant effect on engagement, satisfaction, and retention. Internal promotions have been used in developing the potential of the personnel and in meeting the changing needs of the school. The caring and engaging environment at NWTC has enabled the current personnel to be more productive and less inclined to seek employment elsewhere.

Assessing the engagement of the personnel occurs through PD plans, performance appraisals, modified TAS evaluations, as well as encouraging open door communications. By establishing a benchmark through a newly BPTW Employee Engagement Survey, NWTC is addressing the results as an opportunity for improvement. The survey results in *Figure 5.3a(2)-2* graphically displays the NWTC personnel satisfaction scores for all eight subcategories of BPTW criteria. The NWTC overall satisfaction rate is 93% for 2018, which compares favorably to the overall average of 90% for all BPTW small/medium employers selected in the top 20 for the state of Oklahoma.

Figure 5.3a(2)-2 Workforce Satisfaction



Source: Best Places to Work Gallup Survey data

As with customers and students, personnel members who experience dissatisfaction or grievance have the opportunity to utilize NWTC’s formal grievance procedure. No formal grievances or complaints of dissatisfaction have been filed since FY09 or earlier, due in a large part to NWTC’s continual efforts to ensure the overall satisfaction of their personnel. The SLT stresses direct communication as the first option to resolution of issues and/or disagreements.

6 - Operations Focus

6.1 Operational Effectiveness (*The goal of this item is to identify strategies and processes used by the technology center to create value for students, business and industry, and other customers/stakeholders and to achieve current and future organizational success.*)

How does the technology center design, manage, and improve key instruction and training, support services, and work group operations?

6.1a Program, Service, and Process Design

6.1a(1) How are instruction and training offerings determined?

6.1a(2) How are offerings aligned to the technology center's mission/vision?

6.1a(3) How does the technology center ensure its programs/trainings are relevant to current labor market needs?

Educational programs, services and processes are designed to meet the needs of students, other customers and stakeholders; fulfillment of the NWTC Mission "Preparing for success in education, careers, and life" is sustained by listening to the voice of the customer while maintaining alignment with regulatory standards of OSDE and [requirements of ODCTE](#) and the accreditation process. Valued inclusive and collaborative input from the key market segments of NWTC's three educational program areas: career programs, BIS and ACD courses are evaluated to improve work systems by examining data obtained through surveys, AC recommendations and strategic planning initiatives.

Through customer, stakeholder, partner and supplier information obtained from AC meetings, surveys, focus groups and industry trends, the SLT and the NWTC personnel set goals and develop action plans to improve work systems. Sustainability and competitive success are guided through the SPIE process illustrated in *Figure 1.1b(2)-1* as well as strategic planning for technology, innovation and innovation management to meet key requirements and expectations. The SLT and FT personnel annually review key processes and data. The review is conducted prior to the new fiscal budget year to determine if changes should be considered for implementation.

Cost effectiveness, along with regulatory and statutory compliance and staffing needs are determined for adequate and effective management of change. The SPIE improvement model has been utilized as an integral component of the guiding principles of NWTC; faculty and staff are empowered by SLT to embrace the foundation statements illustrated in *Figure OV1a(2)-1 NWTC Mission, Vision, Core Values & Core Competencies* incorporate organizational knowledge and best practices to achieve success and sustainability.

6.1a(4) How are key instruction and training, support services, and work group requirements determined?

6.1a(5) How are instruction and training, support services, and work groups designed to meet their requirements?

Key educational program and service requirements are determined by state and federal regulations. Also, feedback is utilized from market analysis along with demographics and occupational trends help determine key educational program and service requirements. Through career programs, BIS courses, ACD courses, and educational support services, NWTC strives to provide work processes that accomplish the mission of preparing students for success in education, careers, and life.

Education program design and delivery is a key component to the overall implementation of programs. Decisions to add, modify or discontinue a program begin with the completion of a [Program Proposal Process \(PPP\) form](#). This document considers, among other factors, the education program design and delivery, business operations and customer support services necessary. NWTC's approach is to collect this information through stakeholder and industry input. Customer focus quantification is accomplished through needs assessments, current student focus group data and regular industry AC input. Program delivery is achieved with the appropriate mix of theory and applied learning experiences. Technology is continually updated and maintained to provide an accurate representation of industry standards.

Students are provided the opportunity to complete the learning process by achieving certifications and credentials as well as actual work experiences within the lab setting. Evaluation processes including customer feedback, ODCTE follow-up, and various written evaluation instruments provide evidence of success or identify areas of improvement in design and delivery.

Identifying appropriate certification and licensure agencies is essential to creating a training program that results in student outcomes relevant to industry and current labor markets. These groups represent a diverse cross-section of public, private and other institutions, including:

- [ODCTE](#)
- [OSDE - RAO visit](#)
- [NATEF](#)
- [AGC](#)
- [ProStart](#)
- [NCCER](#)
- [PLTW](#)
- [AHA](#)
- [OK State BON](#)
- [OK DOL](#)
- [OSHA](#)

- [PEOSH](#)
- [OSDE PD requirements](#)
- [ETC/SafeLand](#)

6.1b Process Management

6.1b(1) How do day-to-day operations ensure key instruction and training, support services, and work group requirements are met?

The day-to-day operation of work processes is achieved through effective technology-based communication and collaboration between the personnel and stakeholders. The educational and program work processes are specifically designed toward the educational goals of the customer. The optimum mix of laboratory and theory learning activities promote student and personnel interaction to effectively reach customer goals. Business operations are well defined and communicated to the personnel through effective and efficient personnel training. NWTC support services contribute by collaborating with customers and personnel to develop plans and strategies that focus on key customer requirements. NWTC utilizes needs assessment tools to determine the effectiveness of day-to-day operations of work processes. Student focus groups and student surveys allow feedback in order to evaluate delivery systems.

[Periodic AC meetings](#) allow NWTC to measure curriculum content, technology needs, and industry trends based on industry input. Course completion surveys in open enrollment and industry-specific training provide additional input for ongoing program improvement. Stakeholder feedback can then initiate program improvements in the form of curriculum and/or technology upgrades, determine possible new program offerings, and contribute to an overall environment of adaptability and agility in the work processes. ODCTE follow-up reports summarize performance with measures of completion, certification, job placement, and/or continuing education.

Upkeep and repair of equipment, facilities and IT infrastructure is facilitated through direct contact by the staff member with either the maintenance director (MTD) or IT director at each campus site. While effective in communicating the issue, this system lacks the accountability and prioritization of work tasks for these departments.

6.1b(2) How are key support work groups determined?

Educational program support services consisting of: career services, counseling and guidance, financial assistance - Federal, local (tuition waiver, foundation scholarships), assessment, and business consultation, TIP, [FF continuing education](#) funding, and [lottery grants](#) serve as catalysts for creating value in NWTC educational programs. These services help customers define and tailor a life goal solution by identifying academic strengths and deficiencies, interest levels,

and personality traits that are conducive to career success. Student success translates to enhanced job skills, which increases business profitability and economic development. From program selection to financial assistance to training development solutions, NWTC’s support services provide direct support to accomplish the institutional mission and vision.

6.1b(3) How do work groups improve student/client learning, enhance performance, enrich core competencies, and increase effectiveness and efficiency?

NWTC strives to improve work processes by utilizing the Academic team self-study, Guidance self-study to examine effective and efficient framework innovations in comparison to current program planning, decision-making, practices, and policies. Continual curriculum monitoring, technology upgrades, PD and training, pursuit of available funding (lottery, grants), student live work projects, and needs based community service projects all combine to create a unique and innovative approach to student learning. *Figure 6.1b(3)-1 Support Services* illustrates the support services provided, the key requirements, and the performance indicators to measure effectiveness.

Figure 6.1b(3)-1 Support Services [CLICK HERE TO ZOOM](#)

Support Services	Key Requirements	Performance Indicators
Career Services	<ul style="list-style-type: none"> • Career Advisement & Consulting Placement • Employability Skills • Academic Services 	<ul style="list-style-type: none"> • Employee Job Satisfaction • ODCTE Follow-up Reports • Employer Satisfaction
Financial Assistance	<ul style="list-style-type: none"> • Follow State & Federal Regulations • Easily Accessible & Understandable for Customers • Fosters Local Contributions & Donations • Next Step Scholarship • Funding Sources 	<ul style="list-style-type: none"> • Compliance with Regulations • Amount Disbursed • Local Contributions • Grant Recipients • Successful Grant Funding
Assessment	<ul style="list-style-type: none"> • Interpretation of Results • Consistently Administered 	<ul style="list-style-type: none"> • WorkKeys • Certifications & Licensures • CNA/CMA Health Careers Certifications
Business Consultation	<ul style="list-style-type: none"> • Relationship Based • Flexible & Responsive • Increases Customer Productivity • Promotes Economic Development 	<ul style="list-style-type: none"> • Jobs Created • Business Development • Repeat Customers • Increase in Training Hours • NW Oklahoma Economic Development Partnerships • New Businesses Served

Source: *Strategic Plan Support Service*

6.1c(1) How does the technology center engage in innovation?

- **How is innovation identified?**

NWTC manages innovation starting with the strategic planning process, which is described and illustrated in *Figure 1.3a(1)-2, Strategic Planning Process*. NWTC values the transfer of knowledge to drive organizational and personal growth by managing innovation through this developmental framework.

AC guidance is utilized to identify industry trends, business and industry needs, facility recommendations, as well as equipment and technology improvements needed.

Staff-driven metamorphosis instruments include the [IF](#) and the PPP. Additionally, best practices and next practices are shared with personnel through stakeholders, AC's, BOE meetings, and attending state and national continuous school improvement conferences. Tech Tuesday (TT) and Program Tours (PT) at the Alva and Fairview campuses, respectively, allow staff to learn and collaborate in a peer-to-peer environment. Efficaciousness of these endeavors is demonstrated through survey response data. NWTC seeks grant opportunities that can create educational growth and development that would otherwise not be possible. The [ODCTE lottery grant program](#) has been one of these avenues, with NWTC successfully garnering grants in FY17, 18, and 19.

NWTC pursues strategic opportunities that are determined to be intelligent risks by deploying the SPIE process described in *Figure 1.1b(2)-1*. Primary funding for innovation is allocated through a rigorous budgeting process along with grant opportunities. Additional funding comes from equipment donations and partner collaboration with business and industry stakeholders. Risks are assessed after the SPIE process is deployed to develop new innovations. Risks that do not show a tendency for long-term benefit are phased out at an appropriate time for stakeholders.

6.2 Community Partnerships and Involvement (*The goal of this item is to ensure that business and industry and partner school input is included in the design and development of program and service offerings.*)

How does the technology center ensure community involvement?

6.2a Engagement

6.2a(1) How does the technology center actively support and strengthen its partner school communities?

6.2a(2) How does the technology center engage in activities and/or partnerships in its key communities to benefit the school?

6.2a(4) How is technology center/instruction and training enriched by utilizing community resources?

Symbiotic relationships with NWTC partner schools are encouraged and strengthened through specific systemic engagement practices. These include 6th grade career fairs, 8th grade tours, Sophomore tours, [Carl Perkins workshops](#), [ICAP](#) planning with NWTC counselors, community outreach conjunction and civic staff engagement.

Community service activities, conducted by each FT program area at both campuses, are outlined within their POW and then conducted as needed. These projects are focused on the skills learned in the instructional programs. An example of these projects include the service and maintenance of Major, Alfalfa, Grant and Blaine (MAGB) healthcare service vehicles by the automotive program at the Fairview campus.

NWTC personnel are active members of the chambers of commerce in both of our main campus community locations, Alva and Fairview, as well as participation in commerce events at all of our other eight (8) partner in-district communities. Additionally, both campus BIS directors work with emergency management organizations in Woods and Major county to [develop and implement procedures and processes](#) to take in case of a catastrophic event.

[Civic and community involvement](#) is stressed among staff through both their [ISP](#) and allowing staff PD time to serve on external advisory boards and in leadership capacities in these communities. *Figure 1.1a(1)-1* details the civic and community engagement levels among NWTC staff members and our [eight \(8\) in-district communities](#). Community partnerships are integral to building and strengthening the perception of NWTC as a part of each local educational opportunity.

NWTC offers adult short-term classes within the sending communities at local venues, providing outreach and accessibility to community members in their own rural setting. Some of [ACD classes](#) have included computer and tai chi in Cherokee, Canton and Ringwood as well as firearm safety and reloading in Waynoka. This has afforded citizens in these communities that may have transportation or logistic difficulties traveling to Alva or Fairview. Local enrichment activities are leveraged through shared resources in these locations such as free or reduced rental rates of buildings for instruction and usage of partner school equipment to teach ACD classes. Health programs and courses benefit through clinical site agreements for students to obtain critical and often certification-required on-site training.

6.2a(3) How does the technology center ensure every program area utilizes advisory committee input in program planning and continuous improvement?

6.2a(5) How does the technology center ensure advisory committees represent a broad segment of business and industry in the program or communities served?

6.2a(6) How do personnel maintain a working relationship with their applicable field and their business and industry advisory committee?

AC's are managed as an integral and vital part of NWTC instruction and training. Each program area, including both FT and BIS, have an individual AC group. These committees meet annually to discuss program status, industry changes and recommendations for program continuous improvement. *Figure 7.1a-2* illustrated the diverse geographical and community representation exhibited by NWTC AC members.

Through the [EBC at the Alva campus](#) and the [Business and Industry Breakfast at the Fairview campus](#), input from community partners, business and industry and partner school administration network to learn more about BIS and NWTC.

Regularly scheduled guest presenters add to the utility of these events to participants. Community resources allow NWTC to leverage its training capital through collaborative opportunities for outreach.

6.3 Facilities, Transportation, Equipment, Resources, and Materials *(The goal of this item is to ensure the technology center uses effective operations in order to have appropriate and maintained facilities, transportation, equipment, resources and other needed materials.)*

How does the technology center ensure appropriate facilities and equipment are utilized?

6.3a Facilities

6.3a(1) How does the technology center ensure the size of the facility is adequate to ensure safe and quality education and training?

Facility management is an essential factor that contributes to the ability of NWTC to conduct safe and quality education and training. All FT program areas are aligned with one or more national certification/accreditation third-party entities. BIS industry-specific courses and ACD open enrollment classes are also paired with the appropriate training curriculum required, such as [OSHA 10](#), CPR/FA, and CDL.

Regular systematic facility and equipment evaluations help to ensure that all safety, comfort, and ADA requirements are being met or exceeded. Educational mandates from the ODCTE, OSDE and other regulatory agencies are met or exceeded by NWTC. These include:

- Fire Marshall reviews
- [Equipment upgrade spreadsheet/process](#)
- Custodial care -change to direct supervision from maintenance directors
- Surplus process - added www.publicsurplus.com
- Safety audit by BIS annually
- [Drills report for OSDE RAO](#)

6.3a(2) How does the instructional facility provide adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning?

NWTC is diligent in its efforts to provide a safe, climate controlled environment that has the lighting, ventilation, noise and dust control that supports exemplar training and learning. Several inter-related approaches are utilized to achieve this outcome, including bi-annual inspections of culinary hoods, programmable thermostats for power conservation, Personal Protective Equipment (PPE) provided to all students, required safety training for students prior to laboratory/shop work, chemical ventilation hoods in Biomedical programs, Torit ventilation in the welding program, and appropriate eye wash stations and emergency showers where necessary.

6.3a(3) How does the technology center ensure adequate office, program, and storage space to meet industry quality

and standard for which the instruction and training is preparing students/clients to enter?

NWTC has a [capital improvement plan](#), which outlines details of major facilities and physical works projects of the district. To assist in ensuring adequate facilities are available for safe and effective training, the [SLT](#), [LT](#) and campus-level maintenance directors collaborate frequently. Maintenance improvement projects are submitted annually through the equipment upgrade process, affording each MTD to submit these projects, along with anticipated costs and rationale for modification, to the appropriate assistant superintendent for review by the SLT. Considerations are included with these requests for security, ADA compliance, remodeling and repair, as well as instructional logistics.

Examples of this process can be shown through the recent modification to an existing Alva campus BIS shop/bay area for use in training law enforcement individuals via the TI firearms simulator, a recent purchase from FY19 ODCTE grant funds. The FY18 purchase of an adjacent property South of the Alva campus has required an extensive modification plan for this new facility, including lighting, heating/cooling, security, and safe accessibility.

All facilities are built to meet or exceed building codes, [ADA requirements](#) and expected instructional outcomes. Accrediting agencies are consulted and used as advisors when any facility construction, update, or modification will impact a training area tied to one or more of their associated certifications. As evidenced through ODCTE and OSDE accreditation reviews, NWTC is compliant with all requirements.

6.3a(4) How are the facilities properly maintained and arranged in order to provide a safe and conducive work and learning environment?

NWTC believes a safe and conducive learning environment and workplace is foundational to any training and instruction that occurs at NWTC. Ensuring that all facilities have appropriate lighting, ventilation, heating/cooling, classroom and laboratory space, as well as security and control is a function of the MTD, department or program level instructional lead and SLT. NWTC has consciously designed its facilities to present a logical arrangement of classrooms, offices, administrative services and common areas. All classroom doors are secured and lockable from the inside or outside by the instructor. Every FT program area has an adequate office space contained within the classroom/laboratory for instructor use.

Facilities maintenance is timely and appropriate through the use of a helpdesk application program. Staff may send a request to either maintenance or Information Technology (IT),

detailing the need. Images may be attached from mobile devices to further aid the appropriate staff area in completing the request in a timely manner. All requests submitted instantly generate an electronic work ticket that can be used for distribution, corrective action and archival purposes.

Each campus has a safety coordinator who is tasked with conducting an annual safety audit of the facilities. This audit is used by the appropriate assistant superintendent to improve safety deficiencies noted, assist in purchase or update of safety equipment/modules as well as to plan for long-term modifications. All program areas have a basic first aid kit that is updated during this audit. Automatic Electronic Defibrillators (AED)'s are located on both campuses, and staff has received training in their function and operation. [SDS](#) information is available in all facility areas through posters and phone stickers detailing the online/phone SDS system, Verisk, that the district uses for compliance and emergency chemical management.

6.3a(5) How are efforts made to provide barrier-free facilities that accommodate individuals with disabilities?

NWTC works with architects, construction firms, internal maintenance staff, and the ODCTE to maintain reasonable access for individuals with disabilities. Included in this accessibility are electronic-assisted doors, ADA accessible ramps, entrances and parking and gender-neutral restrooms. Students who are on either an IEP or 504 plan, as well as those with Vocational Rehabilitation (VR) needs, are worked with on an individual basis by the campus counselor, administration and instructional staff. Annual safety committee meetings serve as the catalyst for improvement in regards to this accommodation process.

6.3a(6) How does the technology center ensure that students in instruction and training located away from the technology center campus (examples – offsite BIS training, distance education students) have access to the same services?

Customized training sites for Business and Industry courses are evaluated by BIS staff prior to training to ensure that the facilities, equipment, and safety protocols are adequate to conduct the class requested. NWTC maintains a position of offering courses both on campus and in the field, as required by the business client. All certifications and licensures are produced and distributed through the BIS department on each campus. This ensures that students training on-site are afforded the same level of instructional efficacy and outcomes as those participating in an on-campus course.

Should the district not have a trained FT or adjunct employee to instruct the course, the district will sponsor appropriate train-the-trainer certification/licensure for the employee provided that it is feasible for the district to do so.

ACD courses offered on-site are evaluated for potential by the BIS director at each campus. They, in turn, contact appropriate individuals in the proposed community training location to determine:

- If appropriate facilities and equipment are available
- The related costs to acquire these training sites for the class times
- The logistics of transporting instructor, curriculum and/or equipment to the training site
- Potential and projected enrollment in the community-center course

Students enrolled in on-site programs that require safety equipment, technology and remotely-accessible curriculum are provided the necessary tools for success by their instructor. FT program students are exposed to differentiated learning environments through OJT experiences. Instructors supervise these select students through on-site instructional support.

6.3b Transportation

6.3b(1) How does the technology center provide for transportation needs?

NWTC has a motor pool of vehicles for staff use. These vehicles are rotated out of service based upon mileage and changes in district need. Partner school districts are compensated through negotiation to provide transportation to and from the technology center for their high school students. These contracts are approved annually by the BOE.

6.3b(2) How are transportation vehicles properly maintained and serviced?

The maintenance on each campus is responsible for maintaining and supervising the District motor pool. The logistic difficulties of serving a district encompassing over 4,000 square miles, with campus sites 50 miles apart, demands a stringent and thorough vehicle maintenance plan. Log books are kept in each vehicle, and the staff member using the vehicle for school business is required to note the reason for travel, as well as beginning and ending mileage in these log books. Both campus sites utilize local fuel vendors for vehicle fueling, with off-campus refueling available over a wide range of times and dates. Staff are advised to report any problems with a vehicle at the time it is noticed. This reporting is done directly to the MTD at the appropriate campus site.

6.3c Equipment

6.3c(1) How is appropriate equipment chosen and maintained in proper working condition?

NWTC utilizes a systemic and structured approach for equipment upgrade, selection, and maintenance. Through input from AC's, industry updates, instructional and curricular

changes, as well as accreditation requirements, personnel are able to identify equipment needs. Selection of equipment is done, in accordance with state law, through a competitive bidding and/or quote process as mandated. Staff members are given budgets annually that reflect the previous requirements of the department or program and anticipate short term future need. In addition to this funding avenue, the district conducts an annual equipment upgrade process. This process requires all personnel to submit requests for upgrade, update or new purchases to their assistant superintendent. The staff member must list all desired equipment for the next FY, list an estimated cost and quantity, rank order requested item and cite a rationale for each potential purchase.

The assistant superintendents compile these lists and submit them to the superintendent for review and next steps. Maintenance of equipment is a function of staff duties as related to their instructional, training or departmental area. Any equipment in need of repair is reported to the MTD and taken out of service. If the equipment has electrical power connected, it is removed and locked out/tagged out by maintenance. If the instructor or SME has the appropriate relationships with manufacturers for repairs needed, they make this request via TRENDS and to their appropriate assistance superintendent.

6.3c(2) How does the technology center ensure personnel and students have access to necessary equipment and materials to complete their daily work?

Providing proper equipment and materials for staff and students is accomplished through clear and delineated channels of district procedure. Instructors are relied upon to be Subject Matter Experts (SME's) in regard to general material and equipment requests. All program and departmental areas have budgets that are developed annually for the follow FY based upon equipment, facility and curriculum needs. Equipment can be purchased during the year by submitting requisitions for approval into the TRENDS financial management system. All high school students are provided curriculum and Personal Protective Equipment (PPE) at no cost to the student.

Adult students pay for these ancillary costs through a fee structure of \$.50 per instructional hour over and above the cost of tuition. Major equipment (typically over \$5000) is requested through a structured framework. NWTC instituted this framework by formalizing an equipment upgrade process in FY19. This created a streamlined and consistent method of requesting, approving and capital improvement planning. All personnel receive information and steps to request equipment or program facility modification and were required to rank these requested items in order of priority, include an estimated quote for fiscal outlay, and list a rationale related to the use of this upgrade towards the educational goals of the program and district.

6.3c(3) How does equipment meet or exceed all appropriate safety standards?

Equipment purchased by the district meets all local, state and federal safety standards in addition to meeting or exceeding third-party endorsement mandates such as Underwriters Laboratory (UL) and other program specific certifications. Personnel purchasing the equipment are required to follow all safety guidelines and maintenance schedules outlined by the manufacturer.

NWTC remains abreast of legislative and regulatory changes that may render an existing piece of equipment obsolete. Should this occur, the equipment in question is either modified to meet the new mandates, or if not possible declared surplus and approved for appropriate disbursement by the district using existing transfer/deletion forms and protocols.

Equipment purchased that requires additional training to operate safely includes in the budget estimate process the cost of this training for the individual(s) that will be operating the equipment. Only trained staff, students or stakeholders are allowed to use this equipment unless documented safety training is not required.

6.3d(1) How are appropriate and up-to-date software, resources, and materials chosen and maintained?

Resources for information technology are chosen and maintained collaboratively between the district IT director and staff members. Annual and long-range technology forecasting is developed in conjunction with these individuals and approved annually by the BOE through the Technology Plan. Software that is utilized district-wide is sourced, purchased and installed primarily by the IT department. Examples of these include Microsoft Office, Adobe Acrobat DC, Windows 10 and LAN specific programs. Maintenance and updating of these software applications is coordinated with the appropriate NWTC department in need of update and the IT department.

Instructional software is sourced with strong emphasis on the needs of the training program and (Subject Matter Expert) SME teacher input. Once a desired software program is located, the staff member requesting must meet with the IT director to determine if the hardware in their area can functionally operate the software desired. Many of these programs, such as Mitchell On-Demand automotive and collision repair estimating software, are dependent upon the instructor for selection as it related to student outcomes. Input on these selections is gleaned from AC's, accreditation and certifying agencies, area employer feedback and forecasted employment-related technology training require of students matriculating from the program.

6.4 Safety and Emergency Preparedness (*The goal of this item is to ensure the technology center uses effective*)

operations that create a safe workplace environment and utilization of emergency preparedness tactical processes and strategies.)

How does the technology center ensure effective management of technology center operations?

6.4a(1) How is a safe operating environment provided?

What appropriate safety features (fire extinguishers, electrical outlets, eye wash stations, vehicle lifts, etc.) are available in the facility(ies)?

What are appropriate measures that can be taken to protect students and personnel if a safety issue arises in classroom and laboratory settings?

Safety is at the forefront of the training and educational services provided to stakeholders. NWTC follows all state, federal and local safety laws and remains compliant with all ADA requirements. Additional mandates above these minimum standards have been made as they relate to certifying agencies and other accreditation mandates. These include ODCTE, OSDE, NATEF, I-CAR, BON, NCCER, and PLTW.

NWTC believes that the best methods of addressing potential emergency situations are to practice, train and demonstrate crisis management skills regularly. This is multiphase process that involves staff, students, and community stakeholders. All students, faculty and adjunct instructors are trained in the use of the SDS instrument.

6.4a(1)-1 Safety Features and Inspections

Safety Features and Inspection Schedule	
Safety Features	Inspection
Fire Extinguishers	Visually Monthly, Tested Annually
Electrical Outlets and Electrical Boxes	Periodically for burns, plates and for proper GFCI's where required
Eye Wash Basins	Continual
Vehicle Lifts	Annually
Emergency Shut Off Switches	Annually
Exit Signage (Proper lighting and in place)	Continual
Fire, Tornado, Intruder on Campus Alarms	Twice per Semester
Safety Signage	Continual

Source: NWTC MTD's and regulatory agencies

This system, provided and contracted by the district through Verisk/3E, is an electronic SDS platform that is available 24/7 365 days a year via the internet, phone, fax and email to anyone on one of the NWTC campuses or in an on-site training course. Drills are conducted by instructional and training staff to simulate an emergency involving chemical exposure by contacting Verisk and walking through a mock scenario. All students in FT programs are taught how to use the system in case of emergency. Contact information for SDS is displayed

prominently in all rooms at each campus, as well as on each district hardwired phone. Safety inspections of all safety-related equipment is performed at or above mandated intervals, as shown in *Figure 6.4a(1)-1*.

Safety drills are practiced each semester with students and personnel in accordance with state statutes and OSDE. Any outside clients on campus are encouraged to participate in these drills. Additionally, lockdown drills are practiced with personnel, students, and other customers each semester. Fire, tornado, and lockdown drills are utilized to prepare the workplace and the building occupants for disasters and emergencies. All personnel members participate in quarterly safety training to ensure safety and emergency preparedness. These drills are required by the OSDE and are reported each semester.

6.4a(2) How are safety deficiencies corrected?

Safety deficiencies are reported as they are identified, whether by the instructor, maintenance, administration or other personnel. Lock-out/Tag-out protocol is followed in the case of a safety issue related to electrical, gas or other power equipment. Students are also trained in the safe operation of each piece of equipment prior to being approved for use, and are instructed to report any safety deficiencies to the instructor immediately. An annual safety audit is conducted on both campuses by BIS safety staff to ensure that facilities and equipment meet all safety requirements. Any deficiencies noted through these avenues are sent to the assistant superintendent of each campus. The administration collaborates with finance and maintenance to secure the funds to rectify the deficiencies as quickly and efficiently as possible. Assessment, reporting and documentation of immediate safety issues occurring throughout the year are communicated to the maintenance director through e-mail for corrective action to be taken.

6.4a(3) How is program-specific safety planned, presented, demonstrated, and practiced by personnel in classroom and laboratory activities?

Safety education is an integral part of each FT program curriculum. Instructional staff have developed and sourced appropriate safety assessments for their program, facility and equipment. All FT students are required to pass a safety test with a score of 100% before being allowed into the shop and/or to use a specific piece of equipment. These tests are typically conducted at the first of each semester, and all student tests are retained on file in the corresponding instructional office for review and reference.

ACD and BIS courses follow the same protocol for safety testing prior to equipment use, but may be modified based upon the subject being covered. For example, students taking customized forklift training courses must pass the written

portion prior to being allowed to participate in the operation component. These are typically conducted in one single class setting for convenience and schedule flexibility for customized courses.

6.4a(4) How does the technology center ensure that all personnel and students/clients demonstrate acceptable knowledge, attitudes, and behaviors related to health and safety practices?

NWTC personnel demonstrate proper safety knowledge and behavior through reinforced regular safety training presentations throughout the school year. These quarterly meetings, conducted following our monthly staff meetings at each campus, are typically instructed by a BIS professional. They cover a wide variety of potential safety issues that could occur on campus such as AED operation, HAZCOM, HAZWOPER, fire extinguisher training, OSHA 10 and ergonomics/slips, trips and falls.

Joint and local campus in-services afford personnel the opportunity to obtain safety training on topics that would be time-constrained if incorporated in a staff meeting setting. Examples of these are First Aid/CPR, Bloodborne Pathogens (BBP), laws regarding the dispensing of medicine to secondary students. Specific specialized training is offered if a student or staff member has an identified health issue defined in school law as requiring trained staff on site or when training is not annually mandates. These include diabetes management, autism, bullying, hazing, drug and alcohol abuse and child welfare responsibilities.

FT program areas assign weighted laboratory grades based upon modeling industry practices. These are demonstrated by following all safety protocol and PPE requirements. Failure to wear safety glasses in the laboratory/shop, for example, will result in the student not being allowed into the shop until appropriate equipment to meet PPE mandates is obtained. BIS and ACD courses include as a part of the course materials and cost any necessary safety equipment and PPE not already in possession by the students. Certain testing, such as Respirator Fit Testing (RFT) require that the individual be clean shaven in order for a proper fit to be obtained. This is communicated in advance by the coordinator, trainer or BIS director to the students and supervisor.

6.4b Security

6.4b(1) How does the technology center ensure a secure operating environment?

All personnel members have been trained in NIMS 100 and 700 and a disaster team has been assembled and trained in NIMS 100, 200, 300, 400, and 700. A radio system for the disaster team and the physical plant personnel is in place to allow for communication between team members in anticipation of a crisis event. Financial information on ADPC, student and

employee records on SONIS, and building and maintenance data are digitally stored off-site on third party servers to protect against loss by disaster; this allows for a timely recovery to assist in continuity of operations. Payroll and purchasing data is stored in TRENDS and backed up by ADPC. All of these actions are taken to mitigate loss of data should a disaster strike affecting a campus. The Superintendent and the BM work with property insurance representatives to update the physical assets inventory with replacement cost for buildings and contents to ensure proper coverage in case of a disaster.

6.4c Emergency Preparedness

6.4c(1) How does the technology center prepare for disasters or emergencies?

NWTC is fully engaged in the NIMS accreditation process with a disaster team in place; and all personnel members are trained in the appropriate NIMS modules for their level of responsibility. A mass notification software system through One Call NOW has been implemented to notify personnel by e-mail, text, and voice mail on office and cellular phones when a disaster is imminent. Key personnel have been trained on this system and how to send the appropriate messages as directed from the superintendent and/or MD per board policy. A crisis management plan is in place to guide the organization's response to emergencies. Copies of all NIMS certifications of staff members are available in the central office at the Alva campus.

6.5 Compliance *(The goal of this item is to capture meaningful information to demonstrate the technology center is meeting its compliance requirements.)*

How does the technology center obtain information related to educational equity, nondiscrimination, and adherence to policies and procedures?

6.5a Educational Equity / Nondiscrimination

6.5a(1) How has the district satisfied the minimum requirements for notification of its nondiscrimination policy, designation of a coordinator of compliance activities, and publication of grievance procedures?

The District educational equity and non-discrimination policy is linked on the bottom of every page of the NWTC website, in the BOE policy manual, in the Student Handbook that is given to every student, in the Required Notice of Annual Consumer Information Disclosures, as well as being in every other handbook that is published by the District. The policy is also stated on all employment applications and announcements, enrollment applications, FA forms, and letters sent out by both the FA and HR Offices. The District's grievance policy and procedures are published on the NWTC website, as well as in the Student Handbook. The District has designated the Assistant superintendent and counselor on each campus to coordinate efforts to comply with and carry out responsibilities under Title VI of the Civil Rights Act, Title IX of the Education

Amendments of 1972, Title II of the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act and any other state and federal laws addressing equal educational opportunity.

6.5a(2) How does the district ensure its facilities, instruction and training, and services are accessible and useable to individuals with disabilities?

Individuals who have disabilities, including those with mobility limitations, speech, hearing or sight impairment, learning or other disabilities covered by the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, or the Individuals with Disabilities Education Act (IDEA) of 1990, may receive reasonable educational accommodations. NWTC takes reasonable steps to accommodate our employees, patrons, and students with disabilities. Services are available to individuals with disabilities, including accommodations in facilities, classrooms, and services.

6.5a(3) How has the district taken steps to ensure that it does not discriminate in its personnel policies and practices?

NWTC strives to ensure that there will be no discrimination by the district because of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information in its programs, services, activities and employment. The district also provides equal access to community groups for utilization of facilities. The district has taken steps to ensure that all employment and enrollment applications do not ask for discriminatory information, as well as to ensure that all interview questions are selected before the interview process begins and that all applicants are asked the same non-discriminatory questions.

6.5a(5) What diversity awareness training does the technology center provide for personnel and students/clients as well as sufficient additional support to meet the needs of special populations, minorities/ethnic groups, and non-traditional students/clients to encourage participation and completion in instruction/training and services?

Diversity awareness training is conducted regularly through district-wide and campus-specific diversity awareness training. Staff members are regularly asked to consult the district non-discrimination policy when a question of possible inequity is reported or noticed. Special populations are supported through educational methodology tailored to these needs.

Students are educated on the importance of recognizing and celebrating diversity while a student at NWTC. The Student Handbook, which is distributed to every FT enrollee and

covered via an assistant superintendent led assembly at each semester contains details outlining diversity awareness and acceptance.

6.5b. Policies and Procedures

6.5b(1) How does the technology center annually review and update policies and procedures based upon laws and regulations?

Policies and procedures are under constant review at NWTC. Based upon recommendations from staff, stakeholders, BOE members, district legal counsel and legislative action, school policies are amended to ensure that NWTC is in compliance with all mandates. Additionally, NWTC conducts an official annual reviews and updates BOE policies to reflect current laws, regulations, and federal guidance, as well as student and FA policies and procedures for accuracy and relevance. HR, FAD and BM review legal updates, attend conferences, participate in webinars, and subscribe to resources that provide notification of legal changes.

6.5b(2) How do the financial aid personnel participate in developing policies and procedures that may impact the administration of financial assistance programs or the technology center's eligibility to participate in these programs?

The NWTC FAD is responsible for developing and updating financial assistance policies and procedures for the district that impact the administration of FA. The director reviews regulations, attends conferences, participates in webinars, and compares student and financial aid policies to FSA federal guidance to ensure federal compliance.

All FA policies and policy changes are initiated by the FAD, approved by the SLT, and presented to the BOE for final approval. The FAD conducts the annual policy and procedure development and updates for the FA PP, the [student consumer information handbook](#), the student handbook, the [drug free school and workplace handbook](#), the [campus safety and security annual report to the community](#), and the NWTC annual notice of required disclosures of student consumer information brochure.

6.5b(3) How does the technology center develop, disclose, and disseminate appropriate consumer information for current/potential students who may participate in federal student aid (FSA) programs?

[The FAD annually develops and updates student consumer information and policies by comparing current consumer information and policies to the federal guide provided by the Higher Education Act of 1965, as well as comparing them to the consumer information at-a-glance checklist provided by the Office of FSA of the USDE.](#) Consumer information is disclosed and disseminated through both the NWTC student

consumer information handbook and the NWTC annual notice of required disclosures of student consumer information, both of which are available on the NWTC website as well as in paper form. The annual notice is distributed to all students in paper form within the student handbook, as well as being available on the displays in the central office of both campuses.

6.5b(4) How does the technology center satisfy the financial and administrative capability requirements for institutions participating in FSA programs as required in its program participation agreement (PPA)?

The FAD annually updates the Eligibility and Certification Approval Report (ECAR) for the USDE with information on ODCTE approved programs, required updates, and changes in key staff which is approved and signed by the Superintendent. Every five years the director submits an expanded update of the program participation agreement to the USDE for federal recertification that includes current policies and other information as required.

The FAD annually reviews policies to ensure adherence to the regulations set forth in the FSA Handbook as well as other references and guides provided by FSA and the USDE. The director pursues PD through conferences, webinars, and other training opportunities. An annual review and audit is conducted by external auditors, the VA, and the Oklahoma State Accrediting Agency, with an additional file review conducted by ODCTE every five years for accreditation.

6.5b(5) How does the technology center ensure that district policies and procedures comply with the code of ethics (professional conduct) guidelines approved by the state board and there are policies and procedures in place for reporting and resolving alleged violations?

Allegations of violation to the Code of Ethics or professional conduct breach are taken seriously, investigated thoroughly and meted out through approved policy and procedures.

- All policies and procedures are compared to the Code of Ethics during an annual review to ensure compliance
- Code of Ethics in the BOE Policy manual on the staff webpage
- Distributed as a paper copy to each new employee
- Each new employee signs an acknowledgement form Teacher Code of Conduct
- In BOE policy manual
- Both NWTC and OSDE versions are given as a paper copy to each new instructor
- Each new instructor signs an acknowledgement form
- Grievance policy and procedure

6.5b(6) How does the technology center develop an appropriate policy for filing and resolving personnel, customer, and stakeholder complaints related to the operation of the school and the quality of its programs and complaints related to alleged violations of laws established to protect the rights of specified groups of individuals?

Complaints and grievance policies are established, documented, communicated and handled in a structured and BOE approved method. This includes:

- BOE grievance PP
- In the BOE policy manual
- In the student handbook
- In the student consumer information handbook
- Posted on the student policies page of the website
- Posted on the internal staff webpage

6.5b(7) How does the technology center develop a fair and equitable institutional refund policy in addition to adhering to FSA return requirements?

NWTC strives to ensure that the institutional refund policy is fair and equitable to all students. The policy is published on the NWTC website, as well as in all student handbooks. Students can expect a refund to be mailed within 20 working days if the student has provided the school with a forwarding address. Should a student believe the individual circumstances warrant exceptions from the published policy, the student may appeal in writing to the Assistant superintendent.

In addition to the institutional refund policy, recipients of outside funds are subject to the refund policies of the funding agency. Students receiving Title IV federal funds are subject to Return of Title IV repayment formulas, while students receiving VA educational benefits are subject to Title 38 refund policies.

6.5b(8) How does the technology center implement appropriate procedures to account for campus-based funds as well as any matching contributions?

6.5b(9) How does the technology center implement appropriate actions representing diligent enforcement of a default management plan?

6.5b(10) How does the technology center accurately disclose entity names that accredit, approve, or license the school and/or its instruction and training offerings?

- How does the technology center allow customers and stakeholders to review this information?

NWTC is aggressive in pursuing additional funding sources to leverage local allocations with grant and other monies. Through these funding agreements, NWTC is better able to serve its district and stretch the resources of the district to serve the greatest need. Accrediting, approval, and licensing information is disclosed on the NWTC website, in the Student Handbook, in the Student Consumer Information Handbook,

and on the NWTC Annual Notice of Required Disclosures of Student Consumer Information.

NWTC is under the administration and supervision of the NWTC BOE and operated in conjunction with the ODCTE. NWTC is accredited by the USDE, the OSDE, the Oklahoma Board of Career and Technology Education, the Oklahoma BON, the National Institute for Automotive Service Excellence (ASE), and the National Automotive Technicians Education Foundation (NATEF).

NWTC is approved for Title IV aid, VA Educational benefits, Department of Rehabilitative Services benefits, Oklahoma Tuition Aid Grant (OTAG), Oklahoma’s Promise, WIOA funding, and Bureau of Indian Affairs (BIA) funding. Anyone wishing to review documents described in the institution’s accreditation, approval, or licensing can submit a written request to do so to the Assistant superintendent’s office. The documents will be made available for inspection within ten working days of submission of the request.

6.5b(11) How does the technology center evaluate potential students who have neither a high school diploma nor equivalency for admission?

Any adult student who does not have a high school diploma or equivalent is encouraged to enroll in GED®/HiSET® preparation classes. At the beginning of each semester, a free, self-directed, overview course is offered in the evening on the NWTC Fairview campus to help students prepare for the test. Testing centers located near our area are in Enid, Woodward, and Weatherford. Students who wish to receive financial aid must have a high school diploma, GED®/HiSET®, or home school equivalency. Students who do not have this documentation may enroll as a Provisional Student while pursuing the GED®/HiSET® and their enrollment status will be considered as availability in the career option exists.

6.5b(12) How were students who were admitted as having the ability to benefit properly documented for Title IV financial aid purposes?

NWTC does not currently have any programs that qualify under the ATB guidelines as a career pathway with incorporated, concurrent GED® classes.

6.6 Operations Results (The goal of this item is to demonstrate technology center effectiveness and efficiency.) What are the technology center’s performance results?

6.6a Operations Results

6.6a(1) What are the results for operational effectiveness?

6.6a(2) What are the results for community partnerships and involvement?

6.6a(3) What are the results for facilities, transportation, equipment, resources, and materials?

6.6a(4) What are the results for safety and emergency

preparedness?

In providing a secure and safe environment for students, other customers, and stakeholders, NWTC emphasizes to the personnel the importance of emergency preparedness as a KPM. Emergency procedures for fire, tornados, lockdown, and intruder alerts are posted in classrooms and public areas. In addition, practice drills are executed and verbal instructions are given to each student, faculty, and staff member.

Classrooms and offices have evacuation plans posted, as well as detailed crisis management guides containing pertinent information as described in *Figure 6.6a(4)-1*. Regular drills take place throughout the school year, with numerous factors such as responsiveness, efficiency, protocols followed, etc. recorded and analyzed for possible changes to improve the process.

NWTC has developed an agreement with local and county law enforcement officers for daily welfare checks by a CLEET Certified police officer. Utilization of this officer, referred to as a School Resource Officer (SRO), contributes positively to providing a safe campus environment for students, personnel, and visitors. An extensive security system comprised of approximately 50 cameras has also recently been installed.

For safety protection, all buildings have scheduled times for lockups, all classrooms are kept locked when classes are not in session, and building keys are not issued or loaned without permission of the administration.

Figure 6.6a(4)-1 Crisis Management Guide

Crisis Management Guide	
Before/After Hours Emergency	Accident/Serious Injury/Illness
Threats of Harm to Others	Procedure for Receipt of a Bomb Threat
School Vehicle Accident	Fire/Building Evacuation
Student Runaway/Abduction	Suicide Intervention
Tornado/Inclement Weather	Intruder/Lockdown Procedures
Chemical/Dangerous Substance Spill	Child/Domestic Abuse
Suspicious Letter of Package	Earthquake
Staff/Student Death (Immediate Actions)	Gas Leak
Staff/Student Death (Follow-up Actions)	Assult/Rape of a Student

Source: NWTC Crisis Management Plan

All NWTC FT personnel members are required to complete essential disaster preparedness training provided by FEMA for NIMS. A specified disaster team has completed the NIMS training in its entirety and serve as leaders for drills and actual

disasters. NWTC’s safety committee is also comprised of members that have completed crucial OSHA training.

NWTC conducts quarterly safety meetings and trainings; all FT personnel members are required to be trained in CPR, First Aid, and AED use. The current personnel at NWTC includes five FT and three part-time instructors who are licensed or registered nurses, one First Responder Emergency Medical Technician, and an Oklahoma Medical Reserve Corp member. Having instructors who hold credentials in healthcare supports the value placed on the safety and welfare of students and personnel members.

A detailed list is shown in *Figure 6.6a(4)-2* of NWTC’s key areas of emergency preparedness. Approximately 37% of the personnel has additional specialized training and credentials, which would allow personnel to respond quickly and efficiently in the event of an emergency or disaster.

Figure 6.6a(4)-2 Emergency Preparedness

	FY 15	FY 16	FY 17	FY 18	FY 19
Safety Drill Compliance	✓	✓	✓	✓	✓
NIMS Training	✓	✓	✓	✓	✓
100% of Workforce AED/CPR Trained	✓	✓	✓	✓	✓
100% of New Workforce Blood Borne Pathogens Trained	✓	✓	✓	✓	✓
Electronic Notification System	✓	✓	✓	✓	✓
Security Cameras	✓	✓	✓	✓	✓
Classrooms with Emergency Response Information Available	✓	✓	✓	✓	✓
Local Emergency Planning Committee Participation	✓	✓	✓	✓	✓
Staff Safety Training	✓	✓	✓	✓	✓

Source: NWTC Emergency Preparedness Manual

In addition, NWTC provides timely warning to the campus community of any occurrences of crime or suspicions of danger that are reported and are considered to represent a threat to students or personnel. Resources that can be used to disseminate emergency information include the OneCall NOW mass notification phone system, e-mail, NWTC’s home webpage, the campus intercom system, and internal alarms. Sophisticated off-site data storage systems are utilized to ensure the continuity of operations if a disaster occurs.

Under federal law, the Clery Act, NWTC is required to submit annual campus crime statistics to the Office of Postsecondary Education of the U.S. Department of Education to provide reports for public inquiries. Statistics are made available online, in a campus security pamphlet, and in handbooks given to personnel, students, applicants for enrollment or employment as well as being available to the public. Notably over the past 3 years, NWTC has had no reported case of a criminal offense, hate crime, arrest, or disciplinary action on

campus or public property reported as shown in *Figure 6.6a(4)-3*.

Figure 6.6a(4)-3 NWTC Campus Crime Statistics

	FY 17	FY 18	FY 19
Murder/Non-negligent manslaughter	0	0	0
Negligent manslaughter	0	0	0
Sex Offenses – Forcible / Non-Forcible	0	0	0
Robbery	0	0	0
Aggravated assault	0	0	0
Burglary	0	0	0
Motor vehicle theft	0	0	0
Arson	0	0	0
Simple assault	0	0	0
Larceny-theft	0	0	0
Intimidation	0	0	0
Destruction/damage/vandalism of property	0	0	0
Weapon: carrying, possessing, etc.	0	0	0
Drug abuse violations	0	0	0
Liquor law violations	0	0	0

Source: NWTC Campus Crime Report

NWTC has an established reputation with vendors and suppliers that reflect the prompt payment of obligations; purchasing guidelines that follow ethical practices are evident. A performance indicator in Supply-Chain Management is the length of time involved to make a purchase and complete payment to the vendor. The personnel requisitions and orders the items, signs for receiving the goods/services, and approves (with signature) the invoice to activate payment process avoiding time delays caused by the receiving departments. This results in fewer items being returned and faster processing time for payments. The NWTC business office makes payments weekly or as often as necessary in order to meet vendor timelines. The goal for this cycle to be completed is 30 days. The NWTC BOE allows personnel to make blanket purchase orders to vendors who regularly supply them so that the purchases can be paid within days if needed.

6.6a(5) What are the results for adherence to policies and procedures?

District PP are annually reviewed and revised as needed. The BOE approves all changes in school policy, and these changes are then communicated to the staff in several methods. Staff are informed via email of the changes by the Superintendent, the BM prepares a document summarizing each policy that is sent to staff, and the Assistant superintendents share this information at regular all-staff meetings. All personnel is also required to sign off that they have received the updated Policy and Procedures manual and reviewed the contents therein.

7.1a Business/Educational Partnerships
K-12 Partnerships
Higher Education Partnerships

Figure 7.1a-1

Higher Ed Partnerships

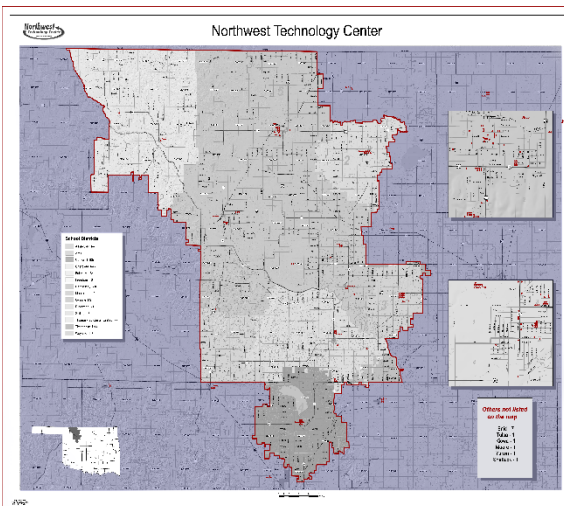
	NOC	NWOSU	Cowley	Redlands	OSU-IT
MASH Camp		✓			
College Fair	✓	✓	✓		
Articulation Agreements		✓	✓		
PLA's	✓				✓
Concurrent coursework	✓	✓		✓	
Parent University engagement		✓			
Advisory Committees	✓	✓			

Source: NWTC Student Services

Advisory Committees

Figure 7.1a-2 –AC member distribution

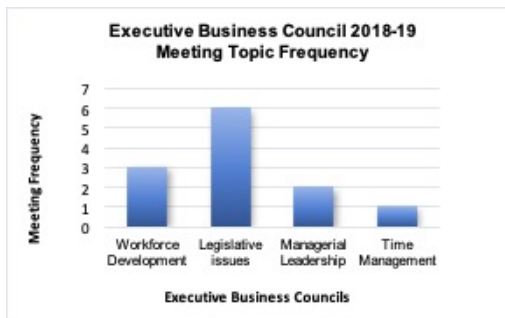
[CLICK TO ZOOM](#)



Source: NWTC AC Membership

Executive Officer Network

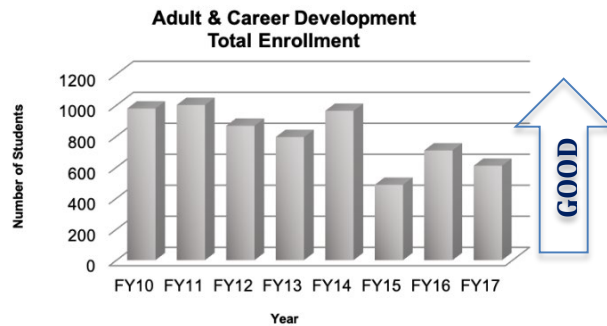
Figure 7.1a-3



Source: EBC Agendas

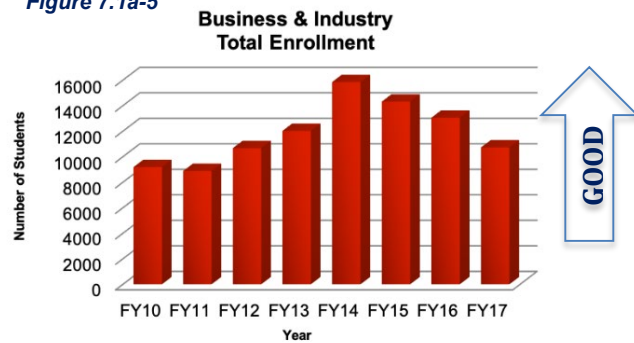
Business Penetration

Figure 7.1a-4



Source: NWTC BIS ODCTE Reports

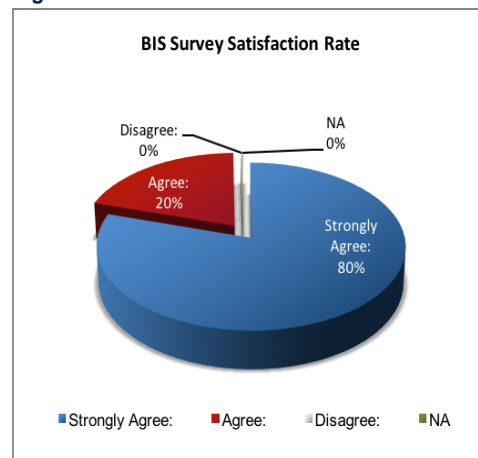
Figure 7.1a-5



Source: NWTC BIS ODCTE Reports

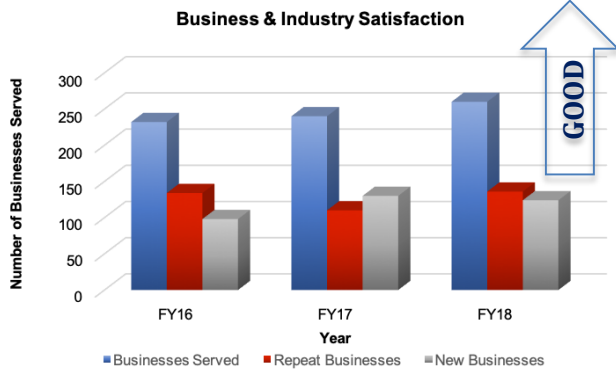
Business and Industry Satisfaction Rate

Figure 7.1a-6



Source: NWTC BIS Customer Surveys

Figure 7.1a-7



Source: NWTC BIS Reports

Consulting Services

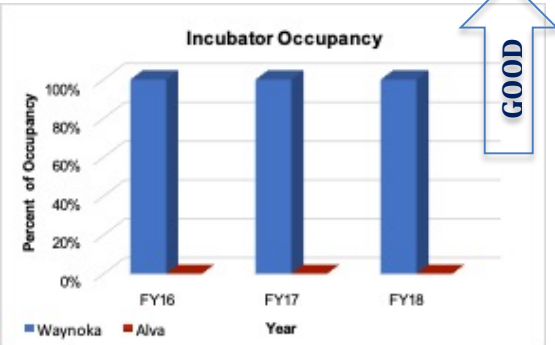
Figure 7.1a-8



Source: ABM & EDD Client Tracking Report

Incubator Services

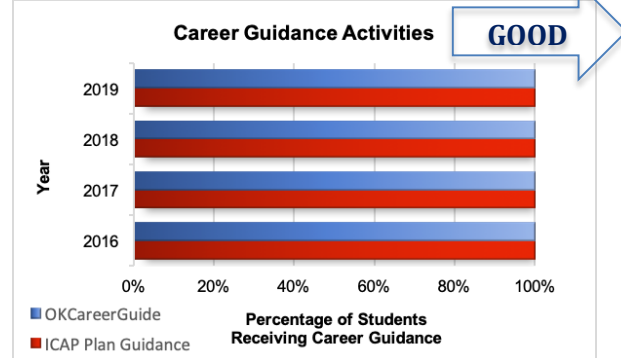
Figure 7.1a-9



Source: Incubator Coordinator Report

OK CareerGuide Statistics - Individual Career Plans / Individual Career and Academic Plan (ICAP) / Perkins Programs of Study

Figure 7.1b-1



Source: CC Coordinator

Elementary Level Career Development Activities /Secondary (MS, JH, and/or HS) Career Development Activities

Figure 7.1b-2

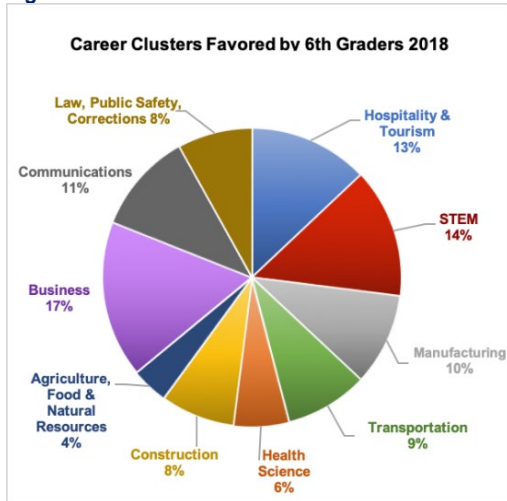


Source: NWTC Student Services

7.1b. Career Awareness

Please provide performance results for the following:

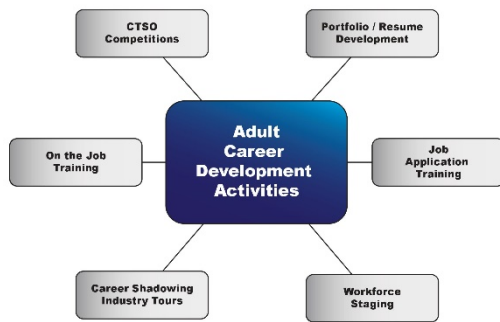
Figure 7.1b-3



Source: 6th Grade Student Surveys

Adult Career Development Activities

Figure 7.1b-4



Source: NWTC Student Services

Exploratory programs (summer academies and camps, potential student tours, etc.)

Figure 7.1b-5
Exploratory Programs

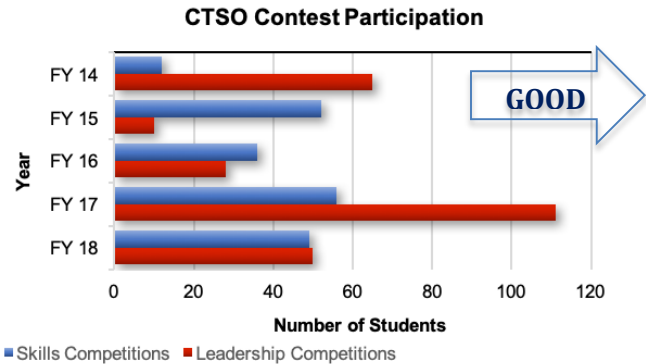
	FY16	FY17	FY18	FY19
MASH I camp	✓	✓	✓	✓
MASH II		✓	✓	✓
MASH III				✓
Draft Day				✓
Career Academy	✓	✓	✓	✓
Signing Day			✓	✓
6th Grade Career Fair	✓	✓	✓	✓
8th Grade Tours	✓	✓	✓	✓
Sophomore Tours	✓	✓	✓	✓
Tech Tailgate	✓	✓	✓	✓
Career Shadowing Day		✓	✓	✓

Source: NWTC Marketing and Student Services Data

7.1c. Educational Attainment

Competencies / Knowledge and Skills

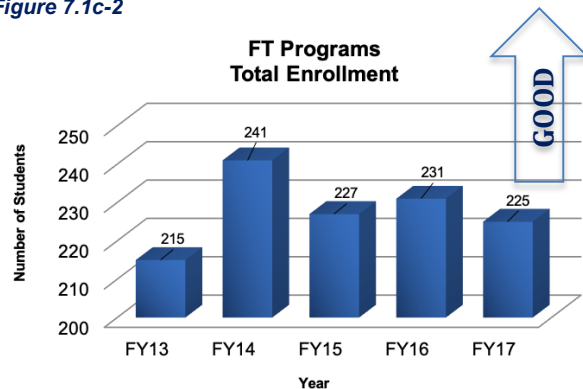
Figure 7.1c-1



Source: NWTC BOE CTSO Competition Reports

Capacity

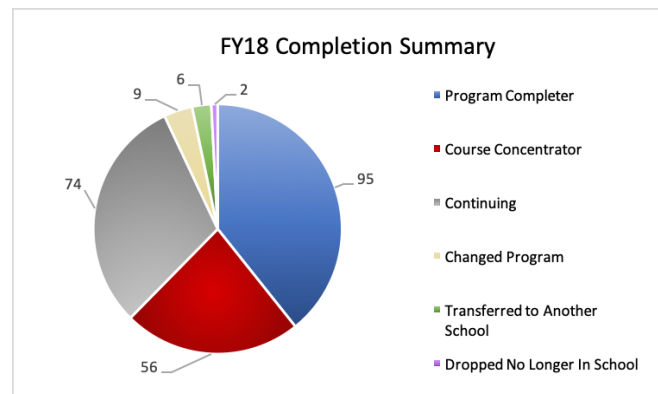
Figure 7.1c-2



Source: ODCTE Technology Center Profiles Report

Retention/Completion

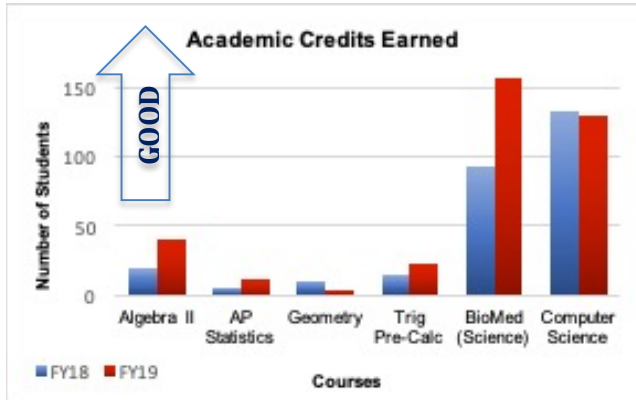
Figure 7.1c-3



Source: NWTC ODCTE Follow-Up Data

Academic Credit

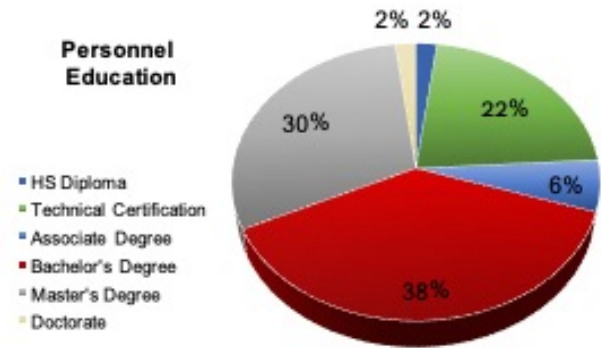
Figure 7.1c-4



Source: NWTC BOE Academic Course Report

Credentials

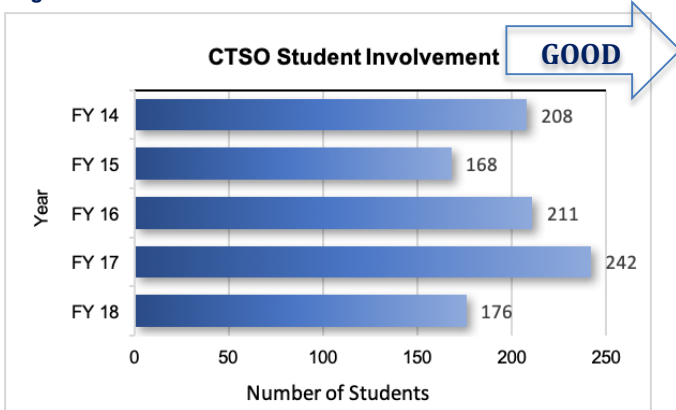
Figure 7.1c-7



Source: NWTC HR Department

Career & Technical Student Organizations

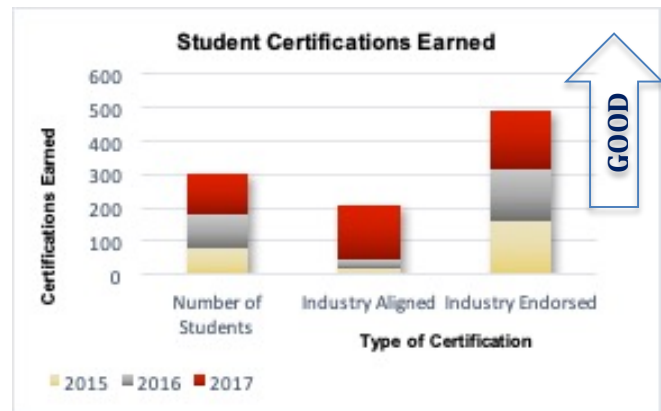
Figure 7.1c-5



Source: NWTC BOE CTSO Competition Reports

Certifications

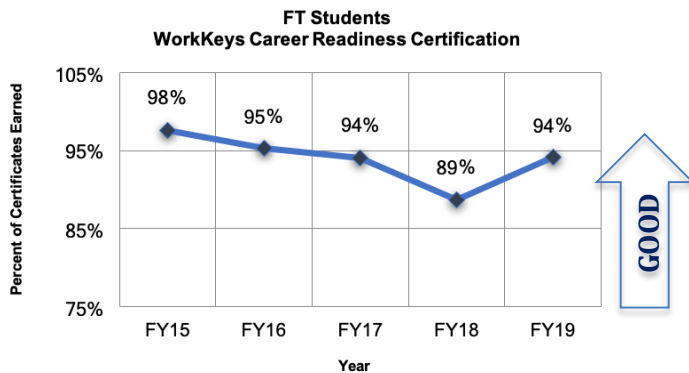
Figure 7.1c-8



Source: ODCTE Technology Center Profiles Report

WorkKeys

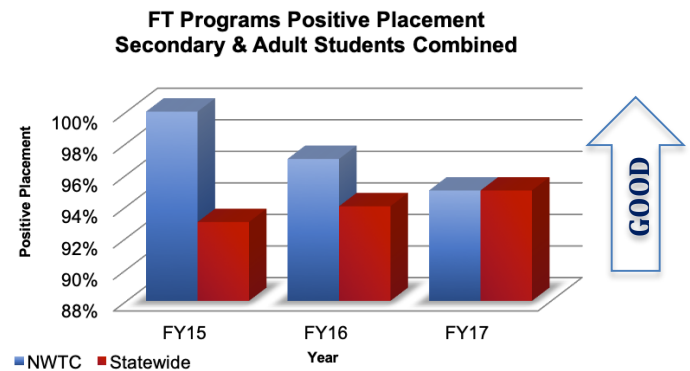
Figure 7.1c-6



Source: NWTC WorkKeys Report

Placement

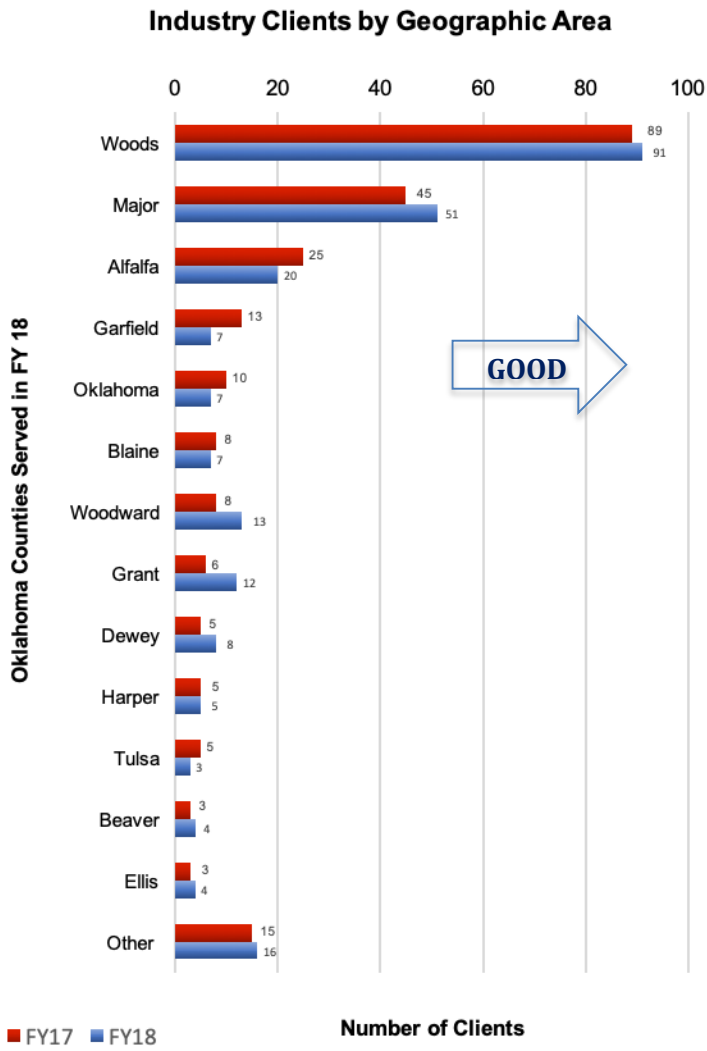
Figure 7.1c-9



Source: ODCTE Technology Center Profiles Report

Company Training by Geographic Area

Figure 7.1c-10



Source: NWTC BIS Report Analytics