



Status Report

02077-FY18 Pine Tech Consortium

Perkins IV Consortium

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Organization Information

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Organization Type: MN Perkins Consortium

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

Goal 1 Narrative:

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

During FY18, all consortium partners participated in an initiative designed to review existing Programs of Study and develop new Programs of Study. A grant through MN State supported this work done by the secondary guidance counselors and the postsecondary partner. The Pine Tech Consortium counselors submitted 69 programs of study for state approval. The goal of the project was to have a sufficient number of POS's per secondary site to enable the tool to be truly useful for counselors and students. The programs of study will be utilized as follows:

*Course, program and career planning tool for counselors, students and families

*Component of Personal Learning Plan

*Site linked to counselor pages for student and family use

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

Perkins funds were used to support ITV linkage for postsecondary and secondary course delivery to a secondary site. Courses were offered through ITV and 106 secondary students were able to earn college credits through this option at one secondary site. This opportunity would not have been available in this greater MN district without this distance learning option.

517 secondary students in the Pine Tech Perkins Consortium were able to obtain postsecondary credit through CIS (college in the school), ITV, concurrent enrollment and PSEO opportunities. Students earned a total of 2494 credits during the 2017-2018 academic year. 131 of these students participated in CTE programming for college credit, earning 865 credits. Through this experience, many students participated and concentrated in POS's initiated in high school.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

The Summer Academy pilot initiative continued in June 2018. 10 students enrolled in this summer contextualized learning experience. The 3 full day opportunity gave students experience in manufacturing, silk screening and setting up a mass production line. Student evaluations were very positive. One student noted that she enrolled in the Summer Academy because she could not fit an Industrial Arts class into her schedule.

The establishment of the Career Prep Consortium is a model that proved to be successful for FY18 and will be continued in FY19. Secondary partners were invited to PTCC in September 2017 to improve communication and build relationships with other secondary partners and PTCC. This consortium extends beyond the Pine Tech Perkins Consortia, which has proven beneficial to all parties involved. The Career Prep Consortium established a strategic work plan addressing two main initiatives; 1) expanding CTE access for ALL students, and 2) streamline the concurrent enrollment intake process. The strategic initiatives action plan for expanding CTE access for all is outlined below:

CTE Access For All

- 1) Address the stigma of CTE by educating the population (students, parents, school board, community) to create demand
 - a. Create marketing materials
 - b. Recruit students into CTE fields
- 2) Explore apprenticeships with industries "in need"
 - a. Explore the use of WorkLink
- 3) Research best practices in other states
- 4) "Exploit" the Personal Learning Plan requirement to incorporate CTE
- 5) Inventory Consortium CTE programming needs
- 6) Research eligibility rules and articulation agreement rules

As evidenced through the growth in student numbers, concurrent enrollment has been a successful model of delivery for our secondary students. Students are able to remain in the school building and be part of the student body with all the support systems, activities and also be able to gain PSEO credit. Giving students options within the school building works well for small outstate districts. Delivery of instruction through ITV and appropriately licensed HS instructors have been an efficient delivery model for our region. The college instructors have provided mentorship for high school teachers to insure rigor and curriculum alignment.

The Career Prep Consortium members came up with a Career Academy model concept, to be developed and implemented in FY19 and FY20, to further expand CTE access for all and concurrent enrollment opportunities. Through these career academies, Pine Technical and Community College is able to offer high school students an opportunity to explore for possible careers that lead to high-skill, high-wage, and in-demand career opportunities. The overall goal of these career academies is to increase opportunities for students to participate in career and technical education (CTE) opportunities that provide access to: college credit, pathways to industry recognized credentials, and exposure to in-demand career opportunities. The following academies were identified as priorities for development:

1. Business
2. Advanced Manufacturing
3. Healthcare
4. Automotive
5. EMT
6. American Sign Language

Other activities that have continued to be successful are the Mobile Manufacturing Lab that PTCC maintains and lends equipment to high school CTE teachers for use in their classrooms.

Goal 1 Objectives

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

Goal 2 Narrative:

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

Combining secondary and postsecondary advisory committees is an initiative implemented in FY16. The Secondary Ag program maintains its own advisory in Mora and Braham but the other programs have been strengthened through this continued collaboration. Secondary vocational instructors were invited to the PTCC Advisory councils in FY18. The Pine Tech Consortium's Early Childhood rigorous program of study has utilized a joint secondary and postsecondary advisory program for several years. This team is constructed with representatives from School Readiness, Public School partners, Early Childhood Special Education, Child Care, Parent Aware, HeadStart, PTCC Instructors, Pine Co Child Care Licensing, FACS Instructors and Pine Tech EC Students. This advisory meets 2x per year. The EC Council Membership is included as an attachment. This model is the design blueprint for all our advisory councils. The joint manufacturing advisory council membership is also included as an attachment.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

The joint advisory teams provide feedback from the field for curriculum guidance, workplace standards, new initiatives and on the job training demands (advisory minutes are included as an attachment). An example of this support is in the minutes of the Manufacturing Joint Advisory (Welding) noted below. Listed below are conversation points that took place on the feasibility of a Mechanical Design Program: Hands on, if we do something like this we need to get these students hands on experience (i.e. machining, welding, plc, collaborative projects with other programs, etc.) Investigate the name of the program Based on our location we may need to look at this a little different, not just a cad program but more versatile, different Work on the "real world portion of this" (i.e. not only drawing it on CAD but actually being able to make it or weld it or make it actually work) Working with colleges like Bemidji to provide a well-planned transition to a 4 year program into their engineering programs

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

Yes, a good example is in Early Childhood Development. For the academic year 2015-16, there were 23 EC students connected with local practicum experiences. For the academic year 2016-17, 12 students participated in internships and practicums.. In FY18, 20 students have completed work-based practicum experiences in licensed child care centers, preschools, Early Childhood Family Education, School Readiness, Head Start, public school kindergarten through grade 3 classrooms, licensed school-age care programs (through a child care center), public school school-age care programs, and licensed family day care homes.

Secondary students are involved with the Central MN Jobs and Training component of the Workforce Center. CMJTS provides speakers for school presentations. They also provide job opportunities for high school and ABE students. Plans were developed in FY18 to launch a Youthbuild program to be implemented in Hinckley Finlayson in FY19. CMJTS also assists with College Application Day, give presentations in future prep classes, meet with seniors one and one who are choosing to enter into the workforce after graduation, assist with mock interviews, and spend time at our ALC program with students.

PTCC renewed its focus on career development for college students, a position previously funded through a grant position. The Academic and Career Services Coordinator position was created and will work to develop the career services department in FY19. Two PTCC advisors are certified in STRONGS, an assessment tool to help students identify career interest areas. This tool will continue to be used in FY19 to assist students identify areas of interest.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

Pine City ALC students had the unique opportunity to take college courses at Pine Technical Community College (PTCC) through the Middle College Program: College Connections. The Middle College Program allows ALC students who do not place into college level courses in the Accuplacer to take developmental education courses at PTCC and receive high school credit for the course. Students participating in this program will take PTCC courses on the Pine Technical Community College campus.

Through the St Croix River Education (Consortium Secondary fiscal host) 881 alternative / adult learners accessed 16,422 hours of learning time and 38 students utilized 109 individual subject area GED tests. Of these 38 learners, 24 took all 4 tests, and 22 passed all four tests to receive their GED. In addition we had one person complete their adult high school diploma. Of the 22 students that received their GED 39% tested into the college ready score zone, and 16 percent scored college ready + credit.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

The Middle College/College Connections project has been a strategy designed to give at risk students at Area Learning Centers the opportunity to earn college credit while working on high school completion. These approved (by MDE) partnerships have been implemented in 5 local alternative learning sites. Students take the accuplacer test or review their MCA scores to gain entry into this college site based program. Students are then able to take accredited courses or developmental courses for high school completion and college credit if appropriate. These courses are all delivered on the college campus to give the student a full college experience. Mentors work with the students to support this transition and address potential barriers that could impede student success. Anecdotal evidence of student experiences is building a platform of success for at risk students participating in the middle college experience.

The Student Parent Club, implemented through PTCC, supports parenting students at the secondary and postsecondary level. This program provides support for parenting students (secondary and postsecondary) through parent cafes, incentives and designated staffing (through MDE funding and PTCC general funds) to support parenting students. Approximately 70 students participate in this initiative.

A Student Success Coordinator was hired in March 2017 to help identify target populations at PTCC and to help determine appropriate interventions to increase success and retention rates.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

Data has indicated that parenting students are much more likely to drop out or not complete their high school or postsecondary programs. The Student Parent Club, implemented through PTCC supports parenting students at the secondary and postsecondary level. This program provides support for parenting students (secondary and postsecondary) through parent cafes, incentives and designated staffing (through MDE funding and PTCC general funds) to support parenting students.

Approximately 70 students participate in this initiative. Due to grant funding, the position that supported the student parent club ended in FY18 and PTCC will determine next steps to continue to support these students moving forward.

A research project several years ago was conducted in the Pine City School district to assess why district members were not accessing school based programs for young learners. The current thinking indicated that cost was the most significant barrier for participation. The research project indicated that transportation was the prime factor regarding participation. Two factors contribute to this challenge:

- *Lack of viable public transportation

- *Geographically broad perimeters within the local districts with low number rural population numbers

Due to this transportation challenge, 2 new Area Learning Centers have been constructed within the consortium partners.

These programs typically are experiencing full capacity or waiting lists for enrollment.

The continued use of the Early Alert referral system was used identify academically at risk students to the PTCC counselor. This early alert system allows faculty to connect students with resources necessary to be successful. During FY17, Academic alerts were generated for approximately 250 students and approximately 150 counseling sessions occurred during FY17. Targeted initiatives, such as Student Success Workshops, were implemented to assist these students. PTCC continues to work with students through the Disability Services Department to better serve the needs of our underrepresented students. This office served approximately 54 students during FY17. These services become increasingly beneficial and vital to the retention of our students, especially since mental health among secondary and post-secondary students is becoming more prevalent. These interventions are offered through the PTCC counselor and Student Success Coordinator.

Goal 3 Objectives

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

Goal 4 Narrative:

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

517 secondary students in the Pine Tech Perkins Consortium were able to obtain postsecondary credit through CIS (college in the school), ITV, concurrent enrollment and PSEO opportunities. Students earned a total of 2494 credits during the 2017-2018 academic year. 131 of these students participated in CTE programming for college credit, earning 865 credits. Through this experience, many students participated and concentrated in POS's initiated in high school.

Perkins funds were used to support the ITV linkage to a secondary site. Courses were offered through ITV and 106 secondary students were able to earn college credits through this option. This opportunity would not have been available in this greater MN district without this distance learning option.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

Listed below are the different methods used by secondary schools to transcript CIS and PSEO courses.

- *The student's high school transcript designates these courses by using the word "college/CIS" in the course title.
- *The high school transcripts college in the school/concurrent courses on a weighted grading system
- *These classes are recorded on their transcript as college-level classes. The word College is in front of the course description. These classes are unweighted for our district. They also show up on their college transcript based on where the course is through: Anoka-Ramsey or Pine Tech.
- *Courses are transcribed by course name and where they were taken (who awarded the credit) on high school transcripts.
- *The college transcripts the course on the college transcript as a letter grade according to the syllabus and grading guidelines for PTCC.
- *All concurrent, AP, and contract courses are entered onto the transcript as weighted credits.
- *Transcripts the courses with the name of the college on the transcript

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

QUESTION: What activities were conducted that help sustain the consortium?

One of the consortium's goals after the audit in 2014 was to develop strategies to strengthen the Pine Tech consortium structure and functionality. Plans were developed in 2017 to pilot monthly meetings between stakeholders that would be entitled the Career Prep Consortium. This consortium began meeting in Sept. 2017 and has continued throughout the year. (Previously, Perkins Consortium members met twice per year.) The Sept. 2017 Agenda and Minutes from the Career Prep Consortium meetings are included as attachments, as well as the strategic actions plan as outlined by consortium members. An evaluation of these meetings was conducted at the end of the year. Participant feedback was very positive in review and in going forward in FY19.

This consortium extends beyond the Pine Tech Perkins Consortia to include all concurrent enrollment partners, which has proven beneficial to all parties involved. The Career Prep Consortium established a strategic work plan addressing two main initiatives; 1) expanding CTE access for ALL students, and 2) streamline the concurrent enrollment intake process. The strategic initiatives action plan for expanding CTE access for all is outlined below:

CTE Access For All

- 1) Address the stigma of CTE by educating the population (students, parents, school board, community) to create demand
 - a. Create marketing materials
 - b. Recruit students into CTE fields
- 2) Explore apprenticeships with industries "in need"
 - a. Explore the use of WorkLink
- 3) Research best practices in other states
- 4) "Exploit" the Personal Learning Plan requirement to incorporate CTE
- 5) Inventory Consortium CTE programming needs
- 6) Research eligibility rules and articulation agreement rules

The consortium hosted in an event in April 2018 with key community members entitled, "Creating Our Future Workforce by Developing a Youth Pipeline". At this community meeting, four groups were highlighted showcasing different resources or initiatives that help to promote CTE opportunities to youth in the region.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

Representatives from all 6 secondary districts including principals, vocational instructors, guidance counselors, vocational leaders, PTCC administrative staff and the Perkins Coordinators comprise the core of the leadership team. This team met monthly during the school year for updates, goal setting, needs assessment. One goal that the Perkins consortia leaders have for FY19 is to include more business and industry partners in planning and implementation.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

Consortium. PTCC VP Denine Rood led the cohort through a 3 step needs assessment process:

#1 Looking at the Big Picture

What academic and career pathways do our students take? What segments exist?

What mechanisms currently exist to enable those pathways?

#2 Purpose of enrolling in a college credit option (from student and parent perspective)

Purpose of enrolling in a college credit option (from student and parent perspective)

What gaps exist?

#3 Developing Our Work Plan

What initiatives could we undertake together this year to address these gaps?

The initiatives expressed and voted on through this process became the blueprint for the year's current and future work plan.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

PTCC partners with 360 at Bemidji State University which secured a NSF grant supporting manufacturing to increase the youth pipeline to the manufacturing industry. These funds helped to support a Manufacturing Day in November 2017 at PTCC. Over 120 students from regional high schools participated in this event. PTCC continued to work with funding through the Women's Economic Security Act Grant (WESA) to support women enrolling in an intensive welding program.

In FY18 PTCC was awarded another MN DEED Pathways to Prosperity Grant (P2P) to implement in FY19. This 2 year grant funding will provide free tuition and up to a \$1,000 stipend for incumbent workers to enroll in high growth/high demand programming at PTCC. In FY20 this funding will provide one year of free tuition and up to a \$1,000 stipend for 5 Pine Tech Perkins secondary school students who are eligible for free and reduced lunch. Through grant funding, students will be able to enroll in CTE programming at PTCC, and through a gift from a private family foundation, eligible students from these schools will have the opportunity to enroll in general education programs as well.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Early Childhood Development and Services

wg_rigprog (3).pdf

Progress Update for Programs of Study and TSA

Please be sure to include progress on technical skill assessments in your explanation.

During FY18, all consortium partners participated in an initiative designed to review existing Programs of Study and develop new Programs of Study. A grant through MN State supported this work done by the secondary guidance counselors and the postsecondary partner. The Pine Tech Consortium counselors submitted 69 programs of study for state approval. A portion of the programs will remain at consortium level improvement. The goal of the project was to have a sufficient number of POS's per secondary site to enable the tool to be truly useful for counselors and students. The programs of study will be utilized as follows:

*Course, program and career planning tool for counselors, students and families

*Component of Personal Learning Plan

*Site linked to counselor pages for student and family use

The consortium is increasing the number of students that are TSA tested after 1 semester and at the end of the year. Teachers are now able to track their test scores over several years in the same courses (Ag and EC). An increased number of students in secondary programs will be tested in FY19.

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Business, Management, & Administration	Finance	Accounting		Precision Exams Accounting I		Accounting	Braham, Pine Technical and Community College	End of course

Business, Management, & Administration	Finance	Accounting	Precision Exams Accounting II	Accounting	Mora, Pine Technical and Community College	End of course
Health Science Technology	Health Science	Therapeutics Services	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation	CNA	Braham, Pine Technical and Community College	End of course
Human Services	Education and Training	Teaching/Training		Early Childhood Development	Hinckley Finlayson, Pine Technical and Community College	End of course
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	Precision Exams Animal Science I	Animal Science	Mora, Vermillion Community College	End of course
Engineering, Manufacturing, & Technology	Manufacturing	Production	Precision Exams Welding Technician, Entry	Ag Welding	Rush City, Pine Technical and Community College	End of course
Engineering, Manufacturing, & Technology	Manufacturing	Production	Project Lead The Way Computer Integrated Manufacturing	Project Lead the Way	Pine City, Pine Technical and Community College	End of course
Engineering, Manufacturing, & Technology	Manufacturing	Production	Precision Exams Welding Technician, Entry	Ag Welding	Braham, Pine Technical and Community College	End of course

Agriculture,
Food, &
Natural
Resources

Agriculture,
Food, and
Natural
Resources

Natural
Resources
Systems

Precision
Exams
Natural
Resource
Science I

Natural
Resources

Mora, Pine
Technical
and
Community
College

End of
course

Improvement Report

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

At the secondary level, the TSA 2S1 indicator improved to 33.33% in FY17. This is a positive trend from FY16 - 21.43% and 0.00 in FY15. The following steps were implemented FY18 to close the gap for this indicator:

- *Increase number of students tested

- *Change testing vendor from a 3 class period option to a 1 class period option - this vendor (Precision Exams) was be utilized in FY18

At the postsecondary level, the student retention and transfer rate 3P1 indicator increased to 27.96%, an increase of 5.26% from FY16. Retention and transfer rates are shared with all staff at the fall and spring inservice events (presentations attached), helping to make the entire campus community more informed on the actual rates and strategies implement to help improve indicators. The Appreciative Advising pilot was completed and retention data from students in that cohort are being evaluated in FY19 (Fall to Fall retention rates and Fall to spring retention rates will be evaluated). Additionally, guided pathways were created for all programs on campus and registration guides for students that clearly outline the course sequence for their program. These have been dubbed "game changes" from students and staff. A new position was created and hired in March 2017. This Student Success Coordinator will use data to identify targed populations on campus considered at risk, and work with the Student Success and Student Affairs teams to determine apporprate interventions.

The 5P2 rate also demonstrated an upward trend from FY16 to FY17 (6.94 to 9.68%). The strategies outline above were also implemented to help increase the 5P2 rate.

Activities to increase the 4P1 Student placement indicator included hosting a career fair in which over 30 regional employers came to PTCC to share information with current students and local residents. Additionally, career services as a funcion on campus was assiged to a PTCC position that is funded through the general fund (as opposed to grant funding as done historically.). These services will be more clearly established and implemented in FY19.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

At the secondary level, the TSA improvement plan included testing more students and purchasing tests from a vendor that only involved 1 testing date instead of multiple class periods. Teachers supported this plan due to a decrease in the loss of instruction time. The instructors also value the feedback of testing data provided immediately after the student completes the test. This allows the instructor to adapt or change their curriculm for the upcoming school year. The data clearly indicated the need for testing more students and for a closer alignment of the curriculum to national and state standards.

At the postsecondary level, data plays a critial role in measuring outcomes and helps to drive new initiatives, process improvement opportunities, etc. Data is reviewed by the Director of Student Success and the Vice President of Academic and Student Affairs, and shared with ASA Leaderhsip to determine appropriate next steps.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

The TSA 2S1 indicator should continue to demonstrate an upward trend. The change in the testing vendor and the increased numbers of students tested should support this trend.

The 3P1, 4P1 and 5P2 indicators should continue to demonstrate an upward trend as the strategies mentioned above continue to be implemented and improved at PTCC.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

The 2S1 / TSA proficiency indicator data gave our consortium a clear path forward for improvement. Teachers were key in increasing testing due to the improved delivery system for testing. The testing process only involved 1 class period and teachers received immediate feedback on scores, standards alignment. This gave the instructors time to realign their curriculum with standards since the test was delivered at the end of the semester or the school year.

At the postsecondary level, data plays a critical role in measuring outcomes and helps to drive new initiatives, process improvement opportunities, etc. Data is reviewed by the Director of Student Success and the Vice President of Academic and Student Affairs, and shared with ASA Leadership to determine appropriate next steps. The ISRS and EPM 11 enterprise systems allow PTCC to analyze student data, including what programs they are taking, what level of developmental education is required, retention and persistence information by student segment, etc. Potential risk factors such as first generation status and low-income status can be identified upon enrollment. Based on an analysis of this data PTCC can then develop targeted strategies to ensure student success.

Related Improvement Plan documents

Upload any additional supporting documents here.

1540239894932_Spring In-Service 2018 Final.pptx

Upload any additional supporting documents here.

1540239894959_Inservice presentation Fall - 2017 - FINAL.pptx

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

The Pine City Builders after school vocational program at Pine City Schools was discontinued this year. Appropriate staffing was not available and it was determined to repurpose these funds into the upgrading of equipment.

The website usability study was not conducted at PTCC due to staff transitions. This will be done in FY19 by PTCC's marketing department and the IT department.

Attachments

File Name	Description	File Size
9-19-17 Career Prep Agenda (5).pdf	Career Prep Consortium Agenda	62 KB
9-19-17 Career Prep Minutes (10).pdf	Career Prep Sept. 2017 Minutes	83 KB
Advisory Committee Meeting Notes - 4-3-18 (4).pdf	Manufacturing / Welding Advisory Committee Minutes	60 KB
April 17 - Creating Our Future Workforce by Developing a Youth Pipeline.pdf	Creating our Future Workforce by Developing a Youth Pipeline agenda	141 KB
Career Prep Consortium Strategic Initiatives.docx	Strategic Action Plan for PTCC's Career Prep Consortium	41 KB
EC Advisory.xlsx	Early Childhood Advisory Committee	8 KB
Mfg Advisory (1).xlsx	Mfg / Welding Advisory	9 KB
PTC Equipment FY18 - Sheet1 (2).pdf	Pine Tech Consortium Secondary Equipment FY18	33 KB

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Rigorous Program of Study Components Rating Form

(Complete and submit rating form on Mnprogramsstudy.org by March 15, 2014)

Rating for the Rigorous Program of Study (POS) Components Scale: Level 1, Level 2, Level 3	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.		X	
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.		X	
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	X		
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.		X	
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.		X	
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.		X	
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.		X	
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.		X	
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	X		
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.			X



Career Prep Consortium Meeting Agenda

September 19, 2017
1:00 - 3:00pm, Room 52
Pine Technical and Community College
900 4th Street SE, Pine City, MN 55063

Agenda

1:00 PM	Welcome, Introductions, Goals	President Joe Mulford Denine Rood Becky Maki
1:20 PM	Roundtable Discussion #1 - The Big Picture <ul style="list-style-type: none">What academic and career pathways do our students take? What segments exist?What mechanisms currently exist to enable those pathways?	All
1:45 PM	Roundtable Discussion #2 - Narrowing our Focus <ul style="list-style-type: none">From your students' (and their parents) perspective, what is the purpose of enrolling in a college credit option?What evidence do we have that we are achieving these goals? Or what gaps exist?	All
2:10 PM	Roundtable Discussion #3 - Developing our Work Plan <ul style="list-style-type: none">What initiatives could we undertake together this year to address these gaps?	All
2:50 PM	Meeting Logistics	All
3:00 PM	Adjourn	

Future Career Prep Consortium Meetings:

October 17, 2017, 1:00 - 3:00pm
November 21, 2017, 1:00 - 3:00pm
December 19, 2017, 1:00 - 3:00pm

February 20, 2018, 1:00 - 3:00pm
March 20, 2018, 1:00 - 3:00pm
April 17, 2018, 1:00 - 3:00pm



Pine Technical &
Community College

Pine Technical and Community College Career Prep Consortium

September 19, 2017 Meeting Minutes

Attendees: Amanda Tessmer (Braham), Cassie Gaede (East Central), Marc Johnson (ECMECC), Natasha Mykkanen (Hinckley-Finlayson), Brent Nelson (Mora), Sarah Ellstrom (Mora), Nichole Laven (Pine City), Connie Frisch (PTCC), Denine Rood (PTCC), Jodie Klinkhammer (PTCC), Kierstan Peck (PTCC), Becky Maki (Perkins Secondary Consortia Leader), Paul Jackson (Perkins Secondary Consortia Leader), Lauren Handrick (Rogers), Ryan Johnson (Rogers), Brent Stavig (Rush City), Janet Wagener (Rush City), Susan Matheson (Spectrum)

Discussion #1 - The Big Picture

- What academic and career pathways do our students take? What segments exist?
 - 4 year bound
 - Lots of services available!
 - Are we over serviced in this area?
 - Concurrent offerings available
 - Career bound
 - Considerations; Single, Family, and ACE
 - No concurrent offerings available
 - 2 year bound
 - 2 years at community college then enters career after graduation
 - OR
 - 2 years at community college then transfer to another college - enters career after graduation from 2nd college.
 - Do we have enough services?
 - Military bound
 - Undecided
- What mechanisms currently exist to enable those pathways?
 - Apprenticeships/Work-based
 - Concurrent offerings
 - Trade Fairs
 - College Tours
 - Advanced Placement (AP) courses
 - PSEO

- College in Schools (CIS)
- Minnesota Education Fair (MEF)
- Speakers
- Industry tours

Discussion #2 - Narrowing our Focus

- Purpose of enrolling in a college credit option (from student and parent perspective)
 - Save Money - Save Time
 - Provide access
 - Wants out of high school
 - More rigor
 - Certifications, Skill Based Learning
 - Beef up transcripts
 - Exposure to college - Explore a career
- What gaps exist?
 - Requirements for PSEO
 - Not enough CTE offerings
 - Weighted grades
 - Lack of information to parents
 - Lack of communication between post-secondary and high school

Discussion #3 - Developing our Work Plan

- What initiatives could we undertake together this year to address these gaps?
 - (10 marks) CTE access (concurrent) for, for all (including all)
 - (6 marks) Streamlining the eligibility/intake process for concurrent
 - (5 marks) Explore industry/business partnerships - Validate curriculum paths
 - (5 marks) Identify top student interest in career/industries → courses, pathway - Match with industry needs
 - (3 marks) Discuss ECCO - potentials, clarify, promote?
 - (2 marks) Myth-busting
 - (1 mark) Partner to promote access to programs/courses (regional) - PTCC → faculty → or portal
 - (1 mark) Debunking stigma of alternative pathways
 - (1 mark) Short-term skill path/career cert. for all

- (1 mark) Streamline/uniform systems for counseling & career planning
- (0 marks) Create strong partnerships/commitment to this group - attendance, relevant agenda, etc.

Discussions for future meeting:

- Dual Grading Systems (High School vs. College)
- Weighted grades
- FERPA

Next meeting - Tuesday, October 17th 1:00 - 3:00pm, Pine Technical and Community College



**Welding Technology
Advisory Committee Meeting**

Date: April 3, 2018

Time: 4:00 - 6:00pm

Location: Pine Technical and Community College, Room 270

Present:

Kevin Anderson	Daka Corporation
Traci Tapani	Wyoming Machine
Melissa Hirsch	Past Student
Curt Wagner	Retired Welding Teacher — Pine City High School
Daniel Tramm	Northland Process Piping
Tom Quimby	DR Tech
Joanne Utecht	Winnick's Supply
Corey Wiggins	Schaffer Manufacturing
Jeffrey Tuckner	East Central High School
Luke Becker	Braham High School
Joe Mulford	PTCC
Jason Spaeth	PTCC
Max Anderson	PTCC
Denine Rood	PTCC
Kris Hanson	PTCC

The meeting was called to order at 4:05pm. Introductions were made including an introduction from our new Welding Technology instructor, Bret Lommel. Bret brings significant welding experience and certifications to the table having most recently worked at C4 Welding in Sauk Rapids, MN as Lead Welder. He holds an Associates Degree in Welding Technology from Alexandria Technical and Community College and has 36 weld certifications! Bret is also Lean Manufacturing certified. He has served as a Team Lead for 5 years and taken supervisor training through St. Cloud Technical College.

Denine Rood shared the finalized Welding Technology Diploma sequence (see attached) and the Registration Guides for Fall 2018. This program will accept 24 students in the fall, split into Lab A and Lab B cohorts of 12 each due to the limitations of the welding trailer. Lab A students take their welding courses on Monday and Tuesday evenings from 2:00 - 6:00pm, and one full Saturday per month. Lab B students take their welding courses on Mondays and Tuesdays from 5:00 - 9:00pm, and one full Saturday per month.

The non-welding courses, which consist of 4 courses in the fall that lead to MSSC certifications, can be taken in the “high flex” delivery mode. This means that students have the option to participate in those classes in three ways:

- 1) They can come to the classroom on Wednesday and Thursday evenings from 5:00 - 7:00pm
- 2) They can attend “synchronously” via distance education (Adobe Connect) from anywhere they have computer access, OR
- 3) They can attend “asynchronously” by viewing the recorded lectures and doing the assigned homework fully online.



If students take all classes as scheduled, they will complete the Welding Technology Diploma in three consecutive semesters (fall, spring, summer). In addition, they will earn two certificates along the way. They will complete the Manufacturing Foundations certificate after completing fall semester, and the Production Technologies certificate after completing the spring semester.

The total program is approximately 630 hours over 12 months, with 320 hours of direct welding hours.

Jason shared about the mobile welding trailer that is in the process of being built. The trailer has been purchased and decaled. Currently we are gathering bids on the build out. Thank you for the generosity of several businesses which have donated to the trailer in cash and in in-kind donations!! The goal is to have the trailer completed by mid-summer. Discussion followed regarding the equipment to be installed and lab set up.

The group was joined at 5:50pm by the other advisory committees from Automated Systems Technology and Machining. A light dinner was served.

Doug told the group about the collaborative projects planned between the three program, and asked for any additional suggestions for projects.

Denine asked the group for input on the feasibility of a Mechanical Design program.

Listed below are some conversation points that took place on this subject

- Hands on, if we do something like this we need to get these students hands on experience (i.e. machining, welding, plc, collaborative projects with other programs, etc.)
- Investigate the name of the program
- Based on our location we may need to look at this a little different, not just a cad program but more versatile, different
- Work on the “real world portion of this” (i.e. not only drawing it on CAD but actually being able to make it or weld it or make it actually work)
- Working with colleges like Bemidji to provide a well-planned transition to a 4 year program into their engineering programs

Denine passed out an invitation to the Career Prep Consortium final meeting on April 17, 2018.

Tours of the labs were given.

The meeting closed at 6:00pm.



Pine Technical & Community College

Creating Our Future Workforce by Developing a Youth Pipeline

Pine Technical and Community College, Pine City, MN

April 17, 2018 – 1:00-3:00PM

1:00-1:30PM

Lunch and Networking

1:30-2:45PM

“Creating Our Future Workforce by Developing a Youth Pipeline” Presentation

Welcome

Joe Mulford – President, Pine Technical and Community College

GPS 45:93

Rick Olseen – Office of Congressman Richard M. Nolan

Pine City Joint Boards

Annette Freiheit – Superintendent, Pine City Public Schools

Pine Technical and Community College Career Prep Consortium

Kierstan Peck – Director of Student Success, Pine Technical and Community College & Post-Secondary Leader, Pine Tech Perkins Consortia

Minnesota Programs of Study

Becky Maki – Secondary Consortia Leader, Pine Tech Perkins Consortia

*Jill Eck – Career and Technical Education Pathways Director, Minnesota State
Secondary Counselors – Pine Tech Perkins Consortia*

East Central Minnesota Education Cable Cooperative (ECMECC)

Marc Johnson – Director, ECMECC

Next Steps

Denine Rood – Vice President of Academic and Student Affairs, Pine Technical and Community College

2:45PM

Tours of Pine Technical and Community College

*Max Anderson – Recruitment and Admissions Specialist, Pine Technical and Community College
Jen Rancour – Student Success Coordinator, Pine Technical and Community College*

Note: Please bring your mobile device for an interactive activity.

PTC Perkins	FY18 Secondary Equipment				
Date	Equipment	Program	District	Cost	
FY18	Welders	3430	Pine City	Mfg	
FY18	3D Printer	399	Pine City	Mfg	
FY18	Green house sup	1972.5	Braham	AG	
FY18	Disc Belt Sander	2011.78	PC	Weld	
FY18	Wire Feed Weld	2640	PC	Weld	2@1320
FY18	Chop Saw	425	PC	Weld	
FY18	Time Saver Mat	1489	PC	Weld	
FY18	Band Saw	1019	PC	Weld	
FY18	Mini Lathe	651	RC	AG / Welding	
FY18	Lith Tool Combo	999	RC	AG/Welding	
FY18	3D Printer	798	PC	Mfg	
FY18	Mohr Parts	1104	PC	Mfg	