

# Minnesota Annual Performance Report (APR) FY20

FY20 Pine Technical Consortium  
Pine Technical Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

## 1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

Due to the successful passing of a secondary district levy in FY2019, Rush City Schools added 3 new CTE programs in FY20. These programs included FCS, Business and Work Based Learning. These programs completed the CTE program approval process and were added to the CTE approved program database in FY20. Child Development under the new FCS program will be submitted as a new POS in FY21. \$38,404 of equipment and supplies was purchased to support programs of study by providing CTE classrooms with industry standard equipment and supplies.

Professional development with a focus on Personal Learning Plans to be provided at PTCC for consortium secondary counselors was a stated goal in the FY20 Grant. This initiative was launched in October, 2019. All secondary counselors and post secondary representatives met and set two goals for the year.

Building a bridge to include additional (nonCTE) secondary staff in Personal Learning Plans Development and implementation  
Articulating clear steps by grade level for the scope and sequence of the Personal Learning Plans including identifying programs of study and career pathways

This meeting was followed up by a Zoom meeting in April to share best practices, strategies, lessons learned and district plans.

PTCC launched a the Applied Engineering program

PTCC launched a credit based Emergency Medical Services certificate program

PTCC added a second year to our Automated Systems Technology program, "Automated Systems Technology Industrial Equipment Technician"

PTCC continued to work with secondary teachers on professional development for and implementation of the Manufacturing Academy. 10 secondary teachers, one postsecondary CLA, and one postsecondary faculty, completed training in a series of four Manufacturing Skills Standard Council (MSSC) courses. All received credit for prior learning (CPL) for the courses they completed, five of which completed all four courses earning the Manufacturing Foundations Certificate from PTCC. 100% of the participants passed the MSSC certification exams, allowing them to teach these courses to high school students through the concurrent enrollment program.

PTCC continued to build partnerships with Mora and Milaca High Schools, offering new Nursing Assistant courses on site at the high schools through PTCC's Continuing Education and Customized Training Department. PTCC worked with the schools to establish NA labs and recruit students for the courses. 35 high school students enrolled in the courses. Due to Covid-19, 6 students were able to complete the clinical portion of the course.

## 2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Based on size, scope and quality, our broad based goal within the six secondary schools has been to develop new CTE approved programs and to increase the availability of these programs for all students including students with special needs and alternative learners.. CTE for All was identified as a top priority goal in our first Career Prep Consortium meeting held on 9/19/2017. Since then, new CTE programs in Manufacturing (Mora, Hinckley Finlayson, Pine City and East Central Schools), Work Based Learning (Rush City and Braham), FCS (Rush City), Business (Rush City), Transportation (Pine City), Construction (Mora). This expansion of CTE programs has been supported by Perkins funds for equipment, staff development and district requests for tiered licensure permissions for teacher licensure.

PTCC continues to look at labor marketing information, local and state-wide job demand, etc. when assessing programs offered. This information, as well as guidance and advice from advisory committees, affirms that our program offerings are meeting the needs of the local and regional community. The information also informs the college of the difficult decisions that need to be made in regards to closing programs. PTCC suspended the Medical Assistant Program at the end of FY20.

## 3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

The secondary districts had numerous opportunities to partner with business and industry within their local communities. Examples include:  
Business Program - Ementors (students partner with people working in business) for 8 weeks. A CTE Business instructor takes one student per month to the Kanabec County Economic Council Mtg.

FCS Programs -

Servsafe Training and certification

Child Development observations and field work

Field trips in culinary, guest speakers including Rep Nathan Nelson

Job shadowing within the community

AFNR Programs

FFA State Convention and Career Development Events

Farm Bureau partnership includes board membership and sponsor of students for FFA convention

East Central Pork Producers - Member of their organization, partner with ECPP for the summer pork chop stand, ECPP sponsors students for FFA convention

East Central Livestock - Partner with ECL during the President's day sale

Mora Food Shelf - Partner with the Farm Bureau to donate food items during March Food Share Month

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PreK - 2nd Grade - Spread Ag literacy by reading agricultural based stories and present activities during FFA week  
Ann River Winery - Students assist with harvesting of grapes and prepping for growing season  
MN Trout in the Classroom - partnership that involves obtaining rainbow trout eggs that are raised and released from the classroom in area waterways  
Sap Sucker Farms - Students assist with planting, harvesting and processing vegetables and fruits  
Trade and Industry Programs  
Dalkor Corporation - Internship program for welding students  
Sherman Lumber - Students prefabricate pole barn components at the HS for installation by the Sherman crew on site  
Harbor Freight Fellows - Internship program for welding student  
Central Fabrication - Partnership that involves student placement and training for specific desired welding techniques (light gauge ductwork)  
Boser Construction - Placement of 2 students in summer employment to gain skills in general contracting  
Urns for Veterans - Woods 2 students design and make urns to donate to military families  
Vasaloppet USA - Constructed x country ski racks and assisted in the installation of a floor system for the celebration tent  
Constructed dugout building for the HS Athletic Dept  
Health Science  
Students assist with Audio and Vision Screening for 1st, 2nd and 3rd grade students  
Students who complete the EMR course serve as First Responders at East Central High School Athletic Events  
EMT and EMR students conduct the following career investigation site visits each year: Lakes Region Ambulance Service / North Branch and Ambulance Services / First Light Mora Hospital

PTCC builds internship and clinical experiences into several CTE programs on campus. In addition to program opportunities, students have the opportunity to interact with employers during in-class presentations, through relationships with faculty and advisory committees, as well as through established student organizations and clubs on campus. The PTCC Shooters Association plans an annual gun show that brings in multiple vendors from around the state, in addition to the local and regional community. The Cyber Defense teams (Cyber Security Program) participates in the Minnesota Collegiate Cyber Defense Competition on an annual basis and has gone on to participate in the regional competitions as well.

#### 4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

##### 4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

At the secondary and postsecondary level, our greatest challenge is the underrepresentation of females in Trade and Industry CTE Courses. Our initial strategy for addressing this gap was to create awareness through data sharing with consortium leaders. The consortium's Summer Academy was developed to directly impact this disparity by recruiting at risk students and providing the opportunity to increase their technical / academic skills in a contextualized learning environment and the connection to explore nontraditional career fields. Due to Covid 19, the Summer Academy had to be cancelled in June, 2020.

At the postsecondary level, marketing initiatives were postponed due to Covid-19 with an aim to attract more females into non-traditional programs. This work will continue in FY21.

##### 4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

Special population students comprise 16% of the student population. 18% of special population students are concentrators in CTE secondary programs. This data reflects accessibility and adequate support for students to complete and concentrate in secondary CTE courses. Special population student enrollment numbers reflect enrollment in a variety of CTE courses.

A new Work Based Learning (000750) was developed in Rush City in FY20. 16 special population student concentrators enrolled and were successful in this new program in FY20.

The consortium continued to participate as partners in p2p grants with PTCC in the Manufacturing and Health Care Occupational areas. PTCC continued to work on our initiatives outlined in a P2P grant offered through DEED. The main priority during FY20 was to expand access to postsecondary educational opportunities to low-income and first-generation students in our region. This initiative is known as the Kick Start Scholarship Program. The Kick-Start Scholarship is a last-payor scholarship program, covering one year of free tuition and up to \$1,000 in materials and supplies funds for direct out of high school seniors who qualified for reduced lunch during their senior year. In FY20, 40 students participated in this scholarship program.

In addition to the targeted initiative mentioned above, PTCC offers wrap-around student support services to all students. The Student Success Coordinator and the Student Success Advisor are both partially funded through Perkins and focus on supporting students through accommodation and accessibility services, connecting students with internal and external support services (food, house, emergency assistance), advising and other services depending on individual student need.

##### 4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

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At the secondary level; Small class sizes, contextualized learning, education delivery with alternative learning sites (including youthbuild involvement) and block scheduling all contributed to strong academic support for all students. St Croix River Ed ABE/GED personnel co-teach and provide ABE support on site at PTCC both in conjunction with the P2P grants and in support of all academic areas at PTCC in the student support center at PTCC.

At the postsecondary level we believe that our size is our superpower. Being a small college, we are able to provide quick and individualized support to our students through faculty and staff support services. PTCC uses an early alert system which allows faculty to notify the Student Success team of student concerns. The Student Success team provides wrap-around services to all students and are able to provide support or refer students to appropriate support services. In addition to academic support, PTCC acknowledges that students have needs outside of the classroom and is able to provide additional assistance to support the whole student. These supports include emergency assistance grants, SNAP E&T program support, counseling services, etc.

#### 4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

As stated above (4a), female underrepresentation in traditionally male CTE courses is our greatest challenge at the secondary and postsecondary levels. The consortium reviewed the data with consortium leaders and had plans to implement the Summer Academy to address this disparity. After reflection in the Spring, it was determined that these strategies were insufficient to address this gap. A task force is being formed in FY21 that will include teachers and counselors for the purpose of data analysis and goal setting to increase the number of non-traditional concentrators in their courses.

#### 4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

Successful concentrator enrollment for special education students in the new WBL program and other WBL programs. Interruptions in planning and programming due to the virus had a significant effect during the FY20 year.

At the secondary and postsecondary levels there has been progress in CTE course availability for all students, but there is a need to get to the root causes of the underrepresentation of females in CTE Trade and Industry programs. A task force is being formed to analyse the data, set targets and make changes moving forward.

#### 5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

#### 5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

Classes that focus on Career Investigation and Work Readiness  
First Year Experience Class (PTCC concurrent enrollment at East Central and Rush City HS)  
Advanced Careers Class (PTCC concurrent enrollment at East Central HS)  
Futures Prep Classes  
High School / Post Secondary Collaborations  
Healthcare Academy - collaboration with PTCC  
Business Academy - collaboration with PTCC  
Automotive Courses - collaboration with PTCC at East Central HS and ITV  
Early Childhood Development collaboration with PTCC concurrent enrollment program, field experience, practicums and internships  
Articulation Agreements  
Healthcare, Business, Automotive, IT, and ASL  
Pine Tech CC Collaborations and partnerships  
PTCC served 1660 high school students through PSEO programming (PSEO, Concurrent Enrollment, ITV), 666 students participated in CTE courses. EMR, Business, Early Childhood, First Year Experience, and Nursing Assistant were the subject areas with highest enrollment  
ECMECC (East Central MN Education Cable Cooperative) and ECCO (East Central College and Careers) - Provides ITV access to CTE Courses within the consortium  
Early College Credit at Area Learning Centers collaboration with PTCC  
Transition Programs  
Pine Co Transitions Program - The Pine County Transition Program (PCTP) is a school-based employment and independent living skills program for 18-21 year-old students who have not yet met their individual education program (IEP) goals and need additional teacher support to do so.  
Alternative Learning Sites  
Many of the districts have Area Learning Centers or Alternative Learning programs that support adult learners and youth transitioning between school and the workplace.  
Adult learning programming including adult diploma and GED services provided at the Pine Co Jail, PTCC and Meadow Creek (Chemical Treatment facility in Pine City)  
Construct Tomorrow  
Over 50 HS students participated in Construct Tomorrow - This event provides experiences for youth through hands-on experiences that develop awareness of the variety of opportunities available in Building and Construction. This event was supported by a grant from the consortium.  
Union Trades Day  
Multiple building trades representatives and union representatives are invited to present career opportunities in the trades to secondary students  
Steam Day  
PTCC welcomed over 120 high school students to STEAM Day in Fall 2019. This day was an opportunity for students to learn more about PTCC, and have a in-depth, hands-on experience in a CTE program they were interested in pursuing after high school.

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Manufacturing Day - Chisago Lakes

PTCC partnered with area agencies and local businesses to organize and promote Manufacturing Day. Over 400 students participated in worksite tours and a career fair.

## 5b. In addition to the narrative, please provide numbers of students participating in these categories.

513 students / 28% participated in early college credit experiences.  
(note - one district was unable to report due to a staffing emergency leave)  
PTCC PSEO Program Involvement by HS (unduplicated headcount, tuition saved)  
Braham - 34, \$88,434  
East Central - 68, \$131,580  
Hinckley-Finlayson - 62, \$135,864  
Mora - 78, \$150,858  
Pine City - 216, \$366,282  
Rush City - 100, \$237,546

## 6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

It was challenging to be bold with the interrupted school year but important changes were implemented. Since our last audit, the consortium has strengthened the role of the consortium leadership team through increased participation, focused data sharing and futures planning. This last year the consortium implemented a new design in the distribution of Perkins funds. This new design involves greater equity between the districts and stronger collaboration between CTE teachers and the leadership team.

## 7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

### 7a. What was the total Perkins-funded investment in PD for the year?

\$4700 was budgeted for PD at the secondary level. Due to Covid - 19 cancellations of PD events \$2823 was expended for PD \$4,555.25 was expended on professional development at the post-secondary level.

### 7b. Who (positions, not specific names) benefited from professional development?

CTE teachers (Trade and Industry, Business, AFNR and WBL) benefited from PD in FY20  
Postsecondary staff and faculty  
Concurrent Enrollment High School Teachers and Faculty Mentors

### 7c. What professional development activities were conducted/sponsored?

MSSC (Manufacturing Skills Standards Certification) for T & I Instructors  
Professional Development for CTE Instructors redesigning their courses for Distance Learning  
Concurrent Enrollment Professional Development Day  
Appreciative Advising Workshop - supporting underrepresented students  
Counseling Conference  
Supporting SNAP Students

### 7d. What topics were addressed and what were the related outcomes?

MSSC training included:  
Safety Awareness  
Quality Practices  
Manufacturing Processes and Production  
Maintenance Awareness

Secondary teachers were able to earn MSSC certification associated with each course and will have the special expertise required to teach the course for college credit through the Pine Tech CC Concurrent Enrollment program.

Secondary CTE teachers participated in PD to develop Distance Learning plans after the COVID related school closure in March  
Postsecondary Staff attended conferences with the outcome of learning more about additional support services, initiatives, and best practices to support students, with a focus on underrepresented, low-income, first generation, etc.

## 8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

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The St Croix River Ed District is our primary GED/Adult Diploma service provider, (the SCRED service area includes 2 other districts and doesn't include 2 consortium districts. During FY20 776 students were served. ) 14,972 hours of learning were implemented at various learning sites in our area. 33 different individuals worked on their GED / 6 of these passed all four tests to receive their GED. In addition 2 individuals completed their high school diploma.

Education services for individuals seeking their GED, ABE and Adult diploma occurred at PTCC, Meadow Creek (chemical treatment center in Pine City), ALC's, Secondary Schools and the Pine and Chisago Co Jails.

Education services were provided on site during day and evening hours to accommodate adult learners and youth.

PTCC offers a number of hour-based, and credit-based courses through Continuing Education and Customized Training. Example: CECT was able to leverage external grant funding (DEED) to run a credit-based Introduction to Welding courses in the Spring prior to Covid. Students were able to gain the foundational knowledge and skills needed to become an entry level welder, received resume and career support that was built into the course, and a number of them continued on this fall registering for PTCC's welding certificate program. These on-ramps happen in many different career areas, providing students an opportunity to "level-up" and re-enter the career force or education.

## 9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?

The most significant change in secondary teacher recruitment has been the ability and readiness to obtain tiered licenses for CTE staffing. The consortium has 8 teachers with tiered licenses. This strategy has allowed the development of 8 new CTE approved programs. Three of these teachers participated in the MSSC training in FY20.

At the postsecondary level we have been able to recruit leaders from industry to be lead instructors for the new programs that have launched.

## 10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?

Due to the successful passage of an operating levy in Rush City ISD #139, three new CTE programs were added - including a new Work Based Learning Program. This program was CTE approved in FY20 and 16 students were enrolled. A new program in Braham ISD #314 was CTE approved in FY19 and served 37 students in FY19 and 19 students in FY20. Mora ISD #332 added Diversified Occ and WBL programs in FY17, 134 students were enrolled in these programs. Students were made aware of these opportunities through guidance counselor meetings, PLP development and secondary teachers.

## 11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.

Alignment of secondary courses with national and state standards strengthens the integration academic and technical skills

St Croix River Ed ABE/GED co-teaches and provides ABE support (including adult diploma, GED prep/testing) on site at PTCC both in conjunction with the P2P grants and in support of all academic areas at PTCC in the student support center at PTCC

At the secondary level; Programming provided at alternative learning sites, chemical treatment facility, county jails, small class sizes, contextualized learning, block scheduling options all contributed to strong academic support for all students

As a part of Minnesota State's Developmental Education Strategic Roadmap, math and english faculty have been working with CTE faculty to contextualize these subject areas into CTE programs. A workshop was planned, and cancelled due to Covid. This work, "Math and Reading Integration in CTE Programs" will continue in FY21.

## 12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?

Secondary CTE programs were given a very short time period to transition from full in person learning to distance learning. Each district faced challenges in breaking this new ground but persisted to the end of the year implementing this difficult delivery of CTE courses through distance learning.

Postsecondary CTE programs were also able to transition from mostly hands-on learning to fully online learning in a short period of time. While it was not perfect, faculty learned how to utilize technology to continue to engage students in a way that they hadn't before. The learning that happened from this transition in Spring 2020 continued into Fall 2020. Similarly, staff have been able to optimize the use of technology to support students remotely and on-campus.

## 1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

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## 2.Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

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4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

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5b. In addition to the narrative, please provide numbers of students participating in these categories.

6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

7a. What was the total Perkins-funded investment in PD for the year?

7b. Who (positions, not specific names) benefited from professional development?

7c. What professional development activities were conducted/sponsored?

7d. What topics were addressed and what were the related outcomes?

8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

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**9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?**

**10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?**

**11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.**

**12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?**