



Grant Details

01590 - FY17 Perkins IV Application

02002 - FY17 Pine Technical Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 Pine Technical Consortium Perkins Application
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Applicant Organization: Pine Technical Consortium
Grantee Contact: Jeffery Miller
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Project Dates: Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Pine City Schools	01 public school district	578
Braham Public Schools	01 public school district	314
Mora Public Schools	01 public school district	332
Hinckley Finlayson Public Schools	01 public school district	2165
Rush City Public Schools	01 public school district	139
East Central Public Schools	01 public school district	2580
Pine Technical and Community College		

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]
(5,000 word limit)

The consortium plan supports the CTE programs in our 6 districts. Strategies were developed to maximize career ladder between secondary partners' curriculum with program majors - as well as the Dept. of Labor grant programs offered at the post-secondary partner, Pine Technical & Community College (PTCC). The VEX/360 K-12 outreach is leveraged to provide manufacturing and technical careers. PSEO students have access to CTE courses within defined career pathways (Allied health/Therapeutic services/finance/child development/manufacturing). Strengthen connections with secondary partners by providing student experiences within POS (Gold Collar Career Day, Woman in Technology and summer camps, summer academy). The programs were selected based on feedback from industry partners, high school staff communications and best practices. The rigorous program of study (Child Development) will receive funds to support staff development at the secondary and post secondary levels. Institutional data indicates that entering students required to take developmental education courses have a higher rate of D, F, and withdraws. Focus on supporting student success in these courses for students enrolled in technical programs has been identified as a priority need. Collaboratively working as a consortium strengthens academic preparedness and success. A new link between secondary and postsecondary is the summer academy that will be piloted in June, 2016. This program was designed to give secondary students a hands on technical skills introduction and is being held at PTC. The plan is to build on this pilot in FY17.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]
(5,000 word limit)

ISRS and EPM 11 from a system and intuitional perspective allows PTCC to analyze how students are doing, what programs they are taking, what level of college prep (based on dev ed enrollment), retention and persistence, etc. Program of Studies enrolled participants can be identified and tracked. Entering student/first generation can be identified upon enrollment. From this data PTCC can then add courses and develop methods to ensure student success such as just in time advising, progress alerts, etc. The secondary sites analyzed the data and discussed trends and strategies in the consortium meetings. The concept of the summer academy was birthed and developed through these discussions and will be piloted in June, 2016.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

CTE end-of-program assessments identified for all POS (if available). Industry/Program advisory boards, workforce development discussion conducted throughout the state and 360 (Manufacturing), DOL grants, DOL data, DEED data, etc. Secondary partners are aligning all industrial tech curriculum to the state or national standards. This project was initiated in FY14 and will continue in FY17. All POS at PTC have identified a TSA that meets their need. All data will assess program outcomes and be applied to the program assessment plans in FY17. The POS have an identified TSA with full implementation at the secondary level.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)

Gold Collar Career Day/Woman In Technology early experiences, incorporating industry support (internships/practicum experiences, etc. Strong historical support from PTCC lead regional industry collaborative (HCA/Manufacturing Alliance) PTCC involvement in two Centers of Excellence (Healthforce and 360 NSF/ATE Regional Center of Excellence – focus on Applied Engineering career pathway K-12 career exploration initiatives. The Summer Academy piloted in summer FY16 will continue in FY17. This initiative will provide secondary students an opportunity to explore technical careers through a hands on summer experience at PTC that includes an interactive classroom experience and field trip to a related industry. Students are also involved in career exploration, field experiences, job shadowing and career centers at the secondary level. PTCC will develop a career center through a partnership with the college's workforce center.

Summary Narrative Pt. 2**Comprehensive Professional Development***

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)

Perkins FY17 continuing the focus on professional development in PTCC consortium's rigorous program of study - Early Childhood and will be expanded to focus on manufacturing in FY17. Professional development will be supported for secondary and postsecondary teachers.

Industrial tech teachers in several districts will be provided with a project based professional development opportunity. The summer academy, a project piloted in FY16 will continue in FY17. Support will be provided through Perkins in providing oversight, staff stipends when beyond contract time and mileage.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)

Use MnSCU credentialing process and procedures

Secondary partners are supported in recruiting and retaining vocationally licensed instructors. Perkins coordinators have been meeting with industrial tech secondary staff to attain vocational licensure. Staff development funds have been utilized to send FACS staff to the Teacher Cadet Program and will continue to be utilized in FY17.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.** (5,000 word limit)

ISRS and EPM 11 data analysis to identify needs and challenges - Review 5 year data on all courses including tech ed and/or Dev ed for percentage of D/F/Inc/W to identify courses to focus efforts

Identified challenges: dev ed and first year tech courses with high percentage of DFIW

At the secondary level, enrollment numbers are a concern. The Perkins coordinator has met with local curriculum committees and advisory councils to address the issue of declining enrollment in tech ed courses due to new courses required for graduation. The focus in FY16 to include secondary vocational teachers in the regional PTC Advisory councils is another strategy to increase recruitment and retention in the vocational secondary courses.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

FY17 will continue to make improvements to the RPOS based on the Child Development program review completion in FY 14. Professional development opportunities for faculty and staff will continue in FACS. A new focus on Manufacturing will be implemented in FY17 including staff development opportunities and joint ventures between secondary and postsecondary including Gold Collar Career Days and the Summer Academy.

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

Goal 1 Narrative:

The consortium will continue to work with MPOS to develop programs of study that build on existing partnerships with industry and business, provide seamless transition of CTE students from secondary to post-secondary, and assist the adult learner in Adult Basic Education (ABE) to become ready for education in adult career pathways. The consortium will continue to view Early Childhood as a focus POS and will evaluate this POS utilizing the rigorous 10 components framework. The consortium is targeting manufacturing as the rigorous program of study initiative for FY17.

Goal 1 Objectives

Goal 1 Objectives 1	
Use of Funds*	R7 Initiate/Improve/Modernize Technology
Strategies	
Continue to implement the pilot summer academy technical skills pilot program for consortium students. The goal of this academy is to provide students with hands on experience with industry standard equipment purchased with Perkins funds.	
Outcomes	
Students will gain experience and interface with postsecondary instructors and local business sites through the summer academy experience. Students will experience a hands on project based classroom experience coupled with field trips to related local industry leaders.	
Measures	
Pre and post assessments, student numbers (enrollment and retention)	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00
Goal 1 Objectives 2	
Use of Funds*	R2 Programs of Study
Strategies	
In development with post-secondary business and industry partnerships, PTCC facilitates training of secondary teachers in Technical Skills Assessment (TSA) for manufacturing, early childhood development, allied health, business, and information technology. TSA's will be fully implemented in the postsecondary and secondary levels.	
Outcomes	
Career and Tech Ed teachers at the secondary and postsecondary level will attend professional development in the content area and in POS areas. Post-Secondary will use TSA scores to determine if course outcomes are met.	
Measures	
Baseline target created for TSA use as advanced standing credit at post-secondary level increasing the completion rate of post-secondary students 1P1 target = 88.40%	
Reallocation Explanation	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$750.00
Total	\$3,250.00

Goal 1 Objectives 3	
Use of Funds*	R8 Size/Scope/Quality
Strategies	
Increase availability of CTE courses to outstate districts	
Outcomes	
ITV linkage for postsecondary and secondary, concurrent and traditional PSEO. CTE courses at the secondary level will be accessed through the ITV delivery model.	
Measures	
Maintain 4S1 target at 91.67% (exceeding target of 91.07%)	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,067.42
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,294.58
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,362.00
Total	\$9,362.00

Goal 1 Objectives 4	
Use of Funds*	R5 Professional Development
Strategies	
Professional development for early childhood and manufacturing POS.	
Outcomes	
Recruit and retain students in nontraditional career fields	
Measures	
Increase participation and concentration in 6S1 and 6S2	
6S1 Participation improved from 27.68 (FY14) to 35.07 (FY15) and achieved the negotiated target	
6S2 Concentration improved from 6.51 (FY14) to 18.55 (FY15) and achieved the negotiated target	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$500.00
Total	\$1,500.00

Goal 1 Objectives 5	
Use of Funds*	R5 Professional Development
Strategies	
Professional development for teachers and faculty in Rigorous POS - Early Childhood and Manufacturing at the Secondary and Postsecondary levels	
Outcomes	
Increase rigor, build skills and build collaboration between secondary and postsecondary programs	
Measures	
3 staff members attend professional development in early childhood and 1 staff member attend professional development in manufacturing and maintain previous goals: Implementation of the Principles of Engineering (PED) course at PCHS	
Every 9th grader at PCHS participates in a PLTW Stem class	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$500.00
Total	\$500.00

Goal 1 Objectives 6	
Use of Funds*	R11 Articulation
Strategies	
PTCC Technical course delivery at secondary site	
Outcomes	
Increase accessibility of vocational programming for outstate rural district	
Measures	
Maintain 4S1 target at 91.67% (exceeding target of 91.07%)	
Increase participation and concentration in 6S1 and 6S2	
6S1 Participation improved from 27.68 (FY14) to 35.07 (FY15) and exceeded the negotiated target	
6S2 Concentration improved from 6.51 (FY14) to 18.55 (FY15) and exceeded the negotiated target	
Reallocation Explanation	

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,800.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,800.00
Total	\$2,800.00

Goal 1 Objectives 7	
Use of Funds*	P2 Counseling
Strategies	
Secondary teachers, post-secondary faculty and counselor involvement to provide transitions including postsecondary planning, student preparation, guidance in CTE and development of post-secondary enrollment option courses delivered on site at the High School	
Outcomes	
Maintain the career tech center to serve secondary students on site within their school	
Measures	
Student access to on site career center, program of study information attain target number of CTE students who pass all the requirements for graduation (4S1) currently meeting the target at 91.15% (FY exceeded target at 91.67). Student access to postsecondary options, MCIS, career/technical options through counseling at secondary sites.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 1 Objectives 8	
Use of Funds*	R11 Articulation
Strategies	
The consortium promotes post-secondary articulation agreements with 4 universities for Bachelors of Science degrees in: Applied Engineering (Bemidji), birth to grade 3 education (SMSU), nursing (Bethel) and a blanket articulation into Metro State's Bachelor's of Individual Studies. PTCC has expanded articulations with St. Cloud State University in Computer Programming. Concordia St. Paul also signed three articulations for Medical Assisting, Rn to BSN, and Health Science Broadfield to Healthcare Administration.	
Outcomes	
Students completing two year technical degrees have a seamless transition into a bachelor level degree in an area of applied science or bachelor of science	
Measures	
20% of manufacturing, early childhood, and nursing mobility students move into BS programs due to ease of transition 3P1 target = 26.30%	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 1 Objectives 9	
Use of Funds*	R2 Programs of Study
Strategies	
The consortium will build on the developed POS's at the secondary and post-secondary level designed with a partnership of counselors, secondary and post-secondary faculty, program advisory committees and industry feedback. The work in FY17 will focus on the implementation of the TSAs at the secondary and postsecondary level and the development of the process to evaluate the targeted programs of study using the rigorous programs of study 10 components framework expanding in FY2017 to include manufacturing.	
Outcomes	
Secondary students and their families will utilize the Programs of Study design in planning their coursework 9-12 to create a seamless transition into post-secondary. Post-secondary students who earned college credits in a secondary POS will have a higher completion rate than students w/o secondary credit	
Measures	
10 Programs of Study developed, implemented and utilized at each of the 6 secondary districts – TSA's implemented at the secondary and postsecondary levels	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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

Goal 2 Narrative:

In collaboration with Pine Technical College's (PTC) program advisory committees, PTC's Allied Health, Manufacturing Alliance, and the Early Childhood Coalition, the consortium continues to provide opportunity and education for all learners in career readiness, work experience (prior learning) recognition, and early college options (traditional Post-Secondary Enrollment Option and concurrent enrollment). FY 17 will develop the second Rigorous Program Of Study (RPOS) in Manufacturing with Rush City or Pine

City High Schools. The college will also begin developing a construction center with Carpentry, HVAC, Plumbing, and Electrician these areas will allow us for future RPOS in those areas.

Goal 2 Objectives

Goal 2 Objectives 1	
Use of Funds*	P1 Advisory Committees
Strategies	
Expand the collaboration and participation between PTCC advisory committees and secondary vocational programs	
Outcomes	
Shared vision and strategies for vocational programming	
Measures	
Secondary faculty participation numbers in PTC advisory committees. All appropriate secondary are recruited to attend the PTCC Advisory committee meetings.	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00

Goal 2 Objectives 2	
Use of Funds*	R4 Develop/Improve/Expand the use of Technology
Strategies	
In partnership with Pine City School District, PTCC will participate in and facilitate STEM grant activities for grades 9 - 12	
Outcomes	
PTCC will work with PCHS to develop post-seceondary enrollment option coursework in technology, science and math Engineering and Design (PLTW) course. Maintain participation of 9th grade STEM class at PCHS that includes participation by all 9th grade students.	
Measures	
Maintain FY16 goals in FY17: Principles of Engineering course at PCHS 125 9th graders at PCHS participate in a PLTW Stem class	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 3	
Use of Funds*	R7 Initiate/Improve/Modernize Technology
Strategies	
In partnership with PTCC's program advisory committee in manufacturing and the Manufacturing Alliance, PTCC facilitates Gold Collar Career Day for secondary juniors and seniors. PTCC also works with the VEX/360 programs for the high schools.	
Outcomes	
Secondary students and teachers have greater understanding of STEM requirements for careers in technology, specifically manufacturing technology	
Measures	
In post-survey - 85% of students and teachers indicate they have more knowledge of STEM connections to mfg. careers In post-survey - 90% of students indicated they know	

what math and science courses are needed to prepare for mfg. career

Reallocation Explanation

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

Goal 2 Objectives 4

Use of Funds* R3 All Aspects of an Industry

Strategies

Students will have experiences in all aspects of industry

Outcomes

Support for student learning in all aspects of industry including internships, work experience and field experience including field visits to industry and training sites.

Measures

Continue to exceed 4S1 graduation target rates at 91.67

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,094.79
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,094.79
Total	\$8,094.79

Goal 2 Objectives 5

Use of Funds* P7 Equipment Leasing/Purchasing/Upgrading

Strategies

Upgrade equipment to meet industry standards

Outcomes

PTCC will purchase and upgrade equipment in CTE programs. Equipment will be upgraded to prepare students for the high skill labor market including the purchase of a new welding equipment for a local consortium member. 10 students will participate in the summer academy and participate in a hands on summer course with state of the art manufacturing equipment.

Measures

Continue to exceed 4S1 graduation target rates at 91.67

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$11,454.42
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$11,454.42
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$16,733.75
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00

Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,733.75
Total	\$28,188.17
Goal 2 Objectives 6	
Use of Funds*	R10 Collaboration
Strategies	
Working with the Early Childhood (ECD) Coalition, continue to promote the career ladder opportunity for seamless transition in ECD from secondary through completion at the Bachelor degree level.	
Outcomes	
Work with secondary faculty to increase ECD advanced standing opportunities for students and thus increase completion rates at post-secondary	
Measures	
10% increase in students moving into bachelor's degree program 2P1 degree = 50.10%	
Reallocation Explanation	
Post-Secondary Required Activities	\$647.11
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$647.11
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$647.11

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

Through consortium partners PTC's Employment and Training division, Dept. of Vocational Rehab, Central MN Jobs and Training, and secondary counselors, provide access to and success in programs of study for all learners. With all partners, provide necessary support services to insure access and success are met, and all students are insured academic rigor is met within a traditional and alternative learning format.

Goal 3 Objectives

Goal 3 Objectives 1	
Use of Funds*	R9 Special Populations
Strategies	
Access to and success of students in programs of study considered nontraditional by gender.	
Continue to implement online vocational programming at alternative learning site including automotive and carpentry helper.	
Outcomes	
All vocationally approved courses are gender neutral in course description and recruitment. Improve NT participation and NT completion measures for PTCC Consortium.	
Measures	
Increase participation and concentration in 6S1 and 6S2	
6S1 Participation improved from 27.68 (FY14) to 35.07 (FY15) and exceeded the negotiated target	
6S2 Concentration improved from 6.51 (FY14) to 18.55 (FY15) and exceeded the negotiated target	
Reallocation Explanation	
Post-Secondary Required Activities	\$500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$500.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,500.00

Goal 3 Objectives 2	
Use of Funds*	R1 Academic Integration
Strategies	
Continue to mplement Pine City Builders after school pilot program. This program will recruit and retain students at risk in an industrial arts afterschool program. Students at risk will be recruited to participate in this hands on program. Students will have the opportunity to gain technical skills and make up credit through contextualized learning	
Outcomes	
Student engagement	
Increase in technical skill development	
Measures	
Maintain 4S1 target at 91.67% (exceeding target of 91.07%)	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 3 Objectives 3	
Use of Funds*	P6 Mentoring/Support Services
Strategies	
Facilitate welcome event at PTCC in Aug. for all new students and their families. Introduce students to career and technical opportunities.	
Outcomes	
Students more engaged during the first week of their semester by already being familiar with support services and mentoring opportunities offered	
Measures	
75% retention rate (fall to spring) for students who attended new student open house	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 4	
Use of Funds*	R9 Special Populations
Strategies	
Identify and adopt strategies and outcomes to overcome barriers for special populations and increase rates of access and success in CTE programs	
Outcomes	
Transportation, child care plans and continuous learning plans will be utilized and implemented for special population learners.	
Measures	
Maintain trend of number of CTE students who pass all the requirements for graduation (4S1) to continue exceeding the target goal	
Target: 91.07%	
Actual: 91.67%	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 5	
Use of Funds*	R9 Special Populations
Strategies	
Oversome barriers to success by responding proactively to accommodation and support service requests from special populations	

Outcomes	
Retention and completion rates for special populations increase as a result of individualized plans in POS's for student success through: tutoring, mentoring, referral services, mini-workshops, and academic alert program and the implementation of Desire 2 Learn support monitoring for new students enrolled in developmental courses.	
Measures	
<i>3P1 target = 26.30% 5P1 target = 18% 5P2 target = 9.90%</i>	
Reallocation Explanation	
Post-Secondary Required Activities	\$44,859.57
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$44,859.57
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$44,859.57

Goal 3 Objectives 6	
Use of Funds*	P2 Counseling
Strategies	
Progress report/alert system utilized to respond proactively for all students with academic needs	
Outcomes	
Electronic alert system used as partnership between counselor, disability director and faculty to determine appropriate interventions for students struggling in post-secondary coursework. Implementation of Desire 2 Learn support monitoring for new students enrolled in developmental courses.	
Measures	
<i>60% of students reported on the alert system retained fall to spring and 55% retained fall to fall</i>	
Reallocation Explanation	
Post-Secondary Required Activities	\$29,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$29,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$29,000.00

Goal 3 Objectives 7	
Use of Funds*	P10 Student Transition
Strategies	
Respond proactively for support service request for all post-secondary students with critical focus on retention of underserved population. The consortium will develop a career and technical career center at PTCC involving secondary and post-secondary CTE faculty to guide and prepare students for CTE careers.	
Outcomes	
Partnering at the post-secondary level with the Young Parent grant, the retention committee, the retention specialist, and POS faculty mentors for new to college students to assist in easing barriers to remaining enrolled.	
Career Exploration course offered as hybrid course to secondary students in preparation for post-secondary program selection.	
Measures	
<i>Increase retention rate of new to college students in developmental education from 53% to 60%.</i>	
10 students from 6 districts enrolled in careers course 80% of these students select a post-secondary major upon completion of careers course.	
Reallocation Explanation	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

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

Goal 4 Narrative:

The consortium continues its work to increase opportunities for all programs and activities that promote students' sequential transition into post-secondary education as well as for workforce readiness. Every student will have the opportunity to graduate from HS with school work readiness skills.

Goal 4 Objectives

Goal 4 Objectives 1	
Use of Funds*	R9 Special Populations
Strategies	
Flexibility in scheduling and formats that provide access for students	
Outcomes	
Continue classes for nontraditional learners at the HS level	
Measures	
Maintain 4S1 target at 91.67% (exceeding target of 91.07%)	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 2	
Use of Funds*	R11 Articulation
Strategies	
Post-secondary partner works with consortium to provide workforce and college ready activities to high school and college students	
Outcomes	
To enhance transition, the college offers FAFSA workshops at 6 consortium schools Post-secondary PSEO advisor works with HS counselors to coordinate academic readiness and scheduling of PSEO courses to ensure completion of concurrent coursework Consortium partners provide college in the schools coursework in automotive and manufacturing to encourage job readiness and/or college readiness	
Measures	
Maintain trend of number of CTE students who pass all the requirements for graduation , 2P1 target = 50.10%	
Maintain 4S1 target at 91.67% (exceeding target of 91.07%)	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,500.00

Goal 4 Objectives 3	
Use of Funds*	R11 Articulation
Strategies	
Provide seamless transition of course work and programs in grades 11 through 14	
Outcomes	
ZAPS and ACT preparation classes for HS juniors and seniors, Career Center support on site at the secondary level including career assessments, PSEO site visits, field study and work force speakers	
Measures	
25 students complete ZAPS & ACT preparation classes, 50 secondary students participate in career exploration	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00

Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 4	
Use of Funds*	R9 Special Populations
Strategies	
Transition of adult learners into the workforce	
Outcomes	
Continue block and evening classes for reentering adult learners to obtain their GED or Adult diploma. Continue partnership with PTC to provide adult learners GED assistance / accuplacer support classes. Continue support for the transition of the GED program to the online format. Continue to market the change to provide for a seamless transition to the new format.	
Measures	
8 adult students complete their GED or Adult diploma and become career ready	
Reallocation Explanation	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Perkins coordinators will continue to build a strong consortium leadership team to guide, monitor and plan for the sustainability of the consortium and the goals of the Perkins initiative. The Consortium membership will meet 2 times per year. The consortium will communicate with secondary and post-secondary partners, advisory committees and industry feedback to increase access and success for all learners and to maximize completion of programs of study to ensure that success.

Goal 5 Objectives

Goal 5 Objectives 1	
Use of Funds*	R8 Size/Scope/Quality
Strategies	
Coordinate Carl Perkins secondary and post-secondary plans and develop new initiatives within the consortium. Continue ongoing assessment of new financial system and coordination of fiscal accounting within the consortium. Promote consortium vision between partners and community	
Staffing costs: 6200.00	
Admin Cost: 2729.79	
Outcomes	
Facilitate communication, planning, goal setting and review with all consortium partners in both secondary and post-secondary districts/campuses. Ongoing communication and review with secondary and post-secondary administrators and business managers	
Measures	
100% of partners informed and participating in new initiatives 100% compliance with UFARS accounting and new financial state wide system	
Description	Secondary 6200.00 Secondary 2732.00
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$6,200.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$2,732.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,932.00
Total	\$8,932.00

Goal 5 Objectives 2

Use of Funds*	R10 Collaboration
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Strategies

PTCC will host consortium meetings 2x per year.

Outcomes

Collaboration amongst consortium schools to determine FY17 plan

Measures

Increase consortium member involvement to include business partners

Description

Reallocation Explanation

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

Goal 5 Objectives 3

Use of Funds*	R5 Professional Development
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Strategies

PTCC will increase system-wide collaborations. PTCC will review and act on developing a center for construction technology.

Outcomes

PTCC administration/Perkins directors will attend professional development opportunities. Technical programs that are at risk and new will first approach collaborative to determine the likelihood of partnering.

Measures

Develop 3 new articulations and 3 new technical programs in the construction sector.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$4,000.00

Goal 5 Objectives 4	
Use of Funds*	R10 Collaboration
Strategies	
The post-secondary partner (Pine Technical and Community College) will use formalized evaluations to strengthen curriculum and engagement of students to strengthen workforce and career readiness	
Outcomes	
CCSSE and SENSE results for Pine Technical and Community College will direct curriculum revisions and the development of new support services. The TSA tests will drive improved learning outcomes for the POS's to increase retention and completion of all learners in developed POS's	
Measures	
5% increase in retention after improved learning outcomes or course revisions in Program of Study FY15 4P1 in POS' target = 81.50%	
Description	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$3,344.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,344.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,344.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$3,344.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$2,732.00

Verification

I want to pull over my Goals 1-5 budget amounts. Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$3,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$12,617.42	\$0.00	\$8,294.58	\$0.00	\$0.00	\$20,912.00	\$24,412.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$1,647.11	\$0.00	\$11,454.42	\$0.00	\$0.00	\$13,101.53	\$8,094.79	\$16,733.75	\$0.00	\$0.00	\$0.00	\$24,828.54	\$37,930.07

Budget Goal 3

Post-	Post-	Post-	Post-	Post-	Post-	Post-	Post-	Post-	Post-	Post-	Post-	Post-	Post-
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Row	Secondary Required Activities	Secondary Permissible Activities	Post-Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$79,359.57	\$0.00	\$0.00	\$0.00	\$0.00	\$79,359.57	\$9,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$88,359.57

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,344.00	\$6,200.00	\$0.00	\$0.00	\$0.00	\$0.00	\$8,932.00	\$16,276.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$93,006.68	\$0.00	\$11,454.42	\$0.00	\$0.00	\$107,805.10	\$35,912.21	\$16,733.75	\$8,294.58	\$0.00	\$0.00	\$63,672.54	\$171,477.64

Secondary Budget Details

Description	File Name	File Size
FY17 Secondary Budget	-Secondary-Budget-Supplemental-Sheet.numbers	1005 KB
FY17 Secondary Budget PDF	FY17Secondary-Budget-Supplemental-Sheet.pdf	210 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$200.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$200.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,500.00
Totals	\$11,400.00

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	2P1 – Credential, certificate, or degree
Action Steps to improve the performance	
Wrap around student services and early intervention among students that are not performing well in academic areas. Referrals to student affairs/councilor for students that are not regularly attending. Will track and monitor students and provide support for their course and degree completion.	
During Fall in-service have a session on early alert and referral for faculty. Have Student Affairs staff utilizing alternative office hours to facilitate student schedules. We have established a strategic enrollment management committee to address and improve credential completion college-wide.	
Resources Needed*	Student Support, Advisors, Councilors, Faculty
Timeline*	August 2016- December 2016
Person(s) Responsible*	Jeff Miller
How will progress be documented?*	ISRS data and Negotiated Performance Indicators
Sub-populations or groups where gap exists:*	Technical Program Students and Faculty
Describe any contextual factors that might contribute to this gap:*	With the improving economy students that were enrolled (through government programs) have returned to work and not completed a credential.
Further Information	
Wrap around services have proven to be successful, we have 93 percent retention and completion in Department of Labor grants. Sustainable services from those grants are improving performance.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 2	
Indicator Number (i.e. 1S1 or 2P1)*	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
The following steps were implemented in FY16 and will continue in FY17 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	
Resources Needed*	Technical assistance was accessed through a consult with Ginny Karbowski.
Timeline*	FY17
Person(s) Responsible*	PTC Consortium team / Becky Maki
How will progress be documented?*	Data analysis
Sub-populations or groups where gap exists:*	X
Describe any contextual factors that might contribute to this gap:*	Low number of students tested skewed the percentage results.
Further Information	
This topic was discussed at the Consortium meetings held throughout the year. The plan was communicated to all stakeholders at the secondary level.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 3	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
Outreach through Women in Technology and STEM girls to improve awareness for females in male dominated careers. Specifically Automotive Service, Manufacturing, Gunsmithing, and IT. Target market males for female dominated careers such as Nurings, Allied Health, and Child Development. We will develop a Career Center at PTCC this will allow students to explore nontraditional careers through the use of virtualization gaming.	
Resources Needed*	Money, Marketing/Outreach materials, Presentations
Timeline*	July 2016-May 2017
Person(s) Responsible*	Jeff Miller
How will progress be documented?*	Enrollment ISRS data, Performance Accountability Indicators
Sub-populations or groups where gap exists:*	K-12 exposure
Describe any contextual factors that might contribute to this gap:*	There are no clear reasons why this number is lower than projected. Pine County has the second lowest post-secondary attainment rate in the state.

Further Information	
Have recently hired a professional marketing person for the institution, and the DOL grants (H2P, AME, RITA) all have marketing and outreach professionals. A collaborative group has participated in IWITTS that provides recruitment strategies to improve this.	
Improvement Plan Supporting Documents (optional, not required)	
Improvement Plan Action Steps 4	
Indicator Number (i.e. 1S1 or 2P1)*	5P2 – Nontraditional completion
Action Steps to improve the performance	
PTCC has a comprehensive plan to improve overall completion percentage in the college as a whole. We have implemented a Strategic Enrollment Management plan.	
Resources Needed*	Student Affairs/Advising/Tutoring/Peer Mentor/Money
Timeline*	Fall 2016-May 2017
Person(s) Responsible*	Jeff Miller
How will progress be documented?*	Performance Indicators, IWITTS identified data points.
Sub-populations or groups where gap exists:*	The college as a whole has a low number here.
Describe any contextual factors that might contribute to this gap:*	This is a national trend as economy improves completion percentage decreases. Students return and are employable.
Further Information	
PTCC Strategic Enrollment Management plan.	
Improvement Plan Supporting Documents (optional, not required)	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:	1P1 – Technical Skill attainment
Negotiated Performance:	88.40
Actual Performance:	86.60
General strategies planned to improve performance:	
This was a soft rollout. Students in the following programs: Automotive Technology, Business Technology, Machining, Accounting, Computer Programming, Computer Networking, Early Child Development, Nursing both PN and ADN have completed.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met:	2P1 – Credential, certificate, or degree
Negotiated Performance:	50.10
Actual Performance:	42.86
General strategies planned to improve performance:	
Wrap around student services and early intervention among students that are not performing well in academic areas. Referrals to student affairs/councilor for students that are not regularly attending. Will track and monitor students and provide support for their course and degree completion.	
Comments or context for actual performance (optional):	
Students enrolling in college under government programs either returned to work or ran out of funding during this period. This has improved from 38.29 FY 14.	
Improvement Report 3	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54%
Actual Performance:	0%
General strategies planned to improve performance:	
Increase testing numbers	
Acquire technical assistance	
Change testing vendors	
Comments or context for actual performance (optional):	

I consulted with Ginny Karbowski for technical assistance for this indicator. My testing numbers were very low in some class (ie - 2 students in Financial Literacy). Because of

the low numbers the percentages were skewed.

Improvement Report 4

Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	32.67
Actual Performance:	31.90

General strategies planned to improve performance:

We are at 97.5% of the goal. We are educating people to join the workforce. We have established more articulations with MnSCU college to enhance our offerings to students.

Comments or context for actual performance (optional):

97.5% of the Goal

Improvement Report 5

Indicator Not Met:	5P1 – Nontraditional participation
Negotiated Performance:	18
Actual Performance:	13.45

General strategies planned to improve performance:

Outreach through Women in Technology and STEM girls to improve awareness for females in male dominated careers. Specifically Automotive Service, Manufacturing, Gunsmithing, and IT. Target market males for female dominated careers such as Nurings, Allied Health, and Child Development. We will develop a Career Center at PTCC this will allow students to explore nontraditional careers through the use of virtualization gaming.

Have recently hired a professional marketing person for the institution, and the DOL grants (H2P, AME, RITA) all have marketing and outreach professionals. A collaborative group has participated in IWITTS that provides recruitment strategies to improve this.

Comments or context for actual performance (optional):

As a MnSCU system this number is down.

Improvement Report 6

Indicator Not Met:	5P2 – Nontraditional completion
Negotiated Performance:	13.51
Actual Performance:	10.17

General strategies planned to improve performance:

PTCC has a comprehensive plan to improve overall completion percentage in the college as a whole. We have implimented a Strategic Enrollment Management plan. We have been trained in IWITTS for improving recruiting and retention in STEM

Comments or context for actual performance (optional):

PTCC Strategic Enrollment Management plan.

Rigorous Program of Study

Rigorous Program of Study 1

State-Approved Rigorous Program of Study*	Early Childhood Development and Services
RPOS submitted with 10 components	rigprog.pdf

Rigorous Program of Study 2

State-Approved Rigorous Program of Study*	Early Childhood Development and Services
RPOS submitted with 10 components	

Programs of Study

Programs of Study 1

Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Braham Area Secondary
State-Approved Secondary Assessments	NOCTI - Accounting - Basic
State-Approved Postsecondary Assessments	Accreditation Council for Accountancy and Taxation (ACAT) – Accredited Business Accountant Advisor Exam
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 2

Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business Technology
At which High School? College?	East Central
State-Approved Secondary Assessments	NOCTI - Accounting - Basic

State-Approved Postsecondary Assessments	NOCTI - Business Information Processing
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 3	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Business Finance
In which CTE Program?	Business Administration
At which High School? College?	Pine City
State-Approved Secondary Assessments	CareerTech - Financial Literacy
State-Approved Postsecondary Assessments	Accreditation Council for Accountancy and Taxation (ACAT) – Accredited Tax Preparer Exam
In which course (use course code) or at what time in the program?	End of the Program
Programs of Study 4	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Animal Systems
In which CTE Program?	Large Animal Science
At which High School? College?	Mora High School
State-Approved Secondary Assessments	Precision Exams - Animal Science I
State-Approved Postsecondary Assessments	NOCTI - Manufacturing Technology
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 5	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Health Core
At which High School? College?	Braham
State-Approved Secondary Assessments	Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test
State-Approved Postsecondary Assessments	NAR - Nursing Assistant Registry
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 6	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Early Childhood / Child Dev
At which High School? College?	Hinckley Finlayson
State-Approved Secondary Assessments	NOCTI - Early Childhood Education & Care – Basic
State-Approved Postsecondary Assessments	NOCTI - Early Childhood Care & Training - Advanced
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 7	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	
At which High School? College?	Pine City
State-Approved Secondary Assessments	CareerTech - Construction: Construction Trainee
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 8	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Design/Pre-construction
In which CTE Program?	
At which High School? College?	East Central
State-Approved Secondary Assessments	CareerTech - Construction: Construction Trainee
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	

what time in the program?	End of Program
Programs of Study 9	
Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	General Management
In which CTE Program?	Business Management
At which High School? College?	Hinckley-Finlayson
State-Approved Secondary Assessments	NOCTI - Business Financial Management
State-Approved Postsecondary Assessments	NOCTI - Business Financial Management
In which course (use course code) or at what time in the program?	End
Programs of Study 10	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Manufacturing
Career Pathways	Manufacturing Production Process Development
In which CTE Program?	Manufacturing Technology
At which High School? College?	Rush City
State-Approved Secondary Assessments	NOCTI - Manufacturing Technology
State-Approved Postsecondary Assessments	NOCTI - Manufacturing Technology
In which course (use course code) or at what time in the program?	End

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 0.04%

Coordinator Budget:* \$6,200.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 4.0%

Coordinator Budget:* \$3,344.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Katie Krier	Disability Coordinator		\$48,544.60	00689400 - Katie Krier-old PCN.pdf
Jennifer Baker-Jones	First Year Experience		\$29,000.00	500004-Counselor.pdf
Jodie Klinkhammer	PSEO/ K-12 Career and Tech Liason		\$5,000.00	MnSCU Acadmemic Professional - 1 (Enrollment specialist) - Jodie Klinkhammer.pdf
Jeff Miller	Perkins Consortium Director		\$3,443.59	MnSCU Academic Supervisor - 1 (Director of Academic Planning Curriculum Development and Assessment) - Jeff Miller.pdf
Becky Maki	Perkins Coordinator	261821	\$3,100.00	SecondaryPerkinsCoordinatorJobDescription.pdf
Paul Jackson	Perkins Project Coordinator	280349	\$3,100.00	PerkinsProjectCoordinator.pdf
TBD	Summer Academy Instructors		\$3,000.00	SummerAcademyInstructors.pdf
TBD	Pine City Builders Project		\$3,500.00	PineCityBuildersProject.pdf
			\$98,688.19	