



## Application

### 02058 - FY18 PERKINS APPLICATION - Final Application

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02077 - FY18 Pine Tech Consortium  
Perkins IV Consortium

Status: Under Review

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### Applicant Information

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#### Organization Information

Name:\* Pine Technical Consortium

Organization Type: MN Perkins Consortium

Organization Website:

Address:\* UPDATE

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Ext.			

## Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Pine City Schools	01 public school district	578
East Central Public Schools	01 public school district	2580
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
Pine Technical and Community College		

## Summary Narrative Part One

### Career and Technical Education Programs:

***Q1) How does your plan support the career and 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)]***

A new program in Diversified Occupations for the General Ed Work Based Learning Strategies has been submitted to MDE in FY17 and is awaiting approval, this course will receive support as requested for equipment in FY18. A vocationally approved instructor was hired in FY17 for an approved Business Program in another secondary site. This business course did receive funds to purchase equipment in FY17 and will continue to receive funds through our Perkins plan in FY18 to purchase needed equipment to design a course that meets industry standards. A new link between secondary and postsecondary is the summer academy that was piloted in June, 2016. This program was designed to give secondary students a hands on technical skills introduction and was held at PTCC in FY17 and will be facilitated at a secondary school site in FY17. This initiative focused on manufacturing, cyber security and automotive technology. Plans are in place to offer the Summer Academy (detailed in the plan) again in June of FY17 and continue in FY18.

At the post-secondary level, our focus will be on access, retention and completion, given the high number of at-risk students in our population. To expand access to the college for special populations, a website useability study will be conducted, and marketing videos will be created featuring nontraditional genders in nontraditional by gender CTE program. A new advising framework will be piloted in FY18, and additional general fund resources will be applied to the advising process in the form of a new advisor. We will expand our Academic Skills Center hours to include summer hours, assisting those students in CTE programs who need academic assistance. New equipment and technology will be added to the Advanced Manufacturing POS. In addition, new guided pathway documents will be developed which will provide students with a clear pathway through their chosen program, and will serve as an excellent advising tool to keep students on track. A new assessment of student learning process will be put into place that will gather program-level assessment data on key assessments. This data will be provided to the faculty for analysis and serve as the basis for annual improvement plans. Finally, a new program evaluation process will be developed in FY18 that will be used to determine sustainability of programs as well as areas for improvement. Future CTE programming is planned in Emergency Medical Technical, Robotics, and Welding, but it is first a priority to ensure that students who enroll in CTE programs are successful.

### Meeting State and Local adjusted levels of Performance

**Q2) 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)]**

Secondary sites analyzed the trends during the consortium meetings. The consortium experienced the loss of a FACS program in FY16. The critical need in our consortium is to maintain and support the existing programs and to explore possibilities of new program development. Three different districts are developing the following strategies to meet this goal: one district has developed a new program that has been submitted for vocational approval, another district obtained a vocationally approved instructor to teach an approved business course and another district will be posting or applying for a variance in manufacturing in FY18 to obtain a vocationally licensed instructor to teach an approved course in welding/manufacturing. Intentional recruiting will occur in this course and other manufacturing courses in the consortium to recruit nontraditional students for program participation and completion.

The concept of the summer academy was birthed and developed through consortium discussions. This was piloted in June, 2016 and will continue in June, FY17 and FY18.

The ISRS and EPM 11 enterprise systems allow PTCC to analyze student data, including what programs they are taking, what level of developmental education is required, retention and persistence information by student segment, etc. Potential risk factors such as first generation status and low-income status can be identified upon enrollment. Based on an analysis of this data PTCC can then develop targeted strategies to ensure student success. The new assessment reporting process will use data to help inform and improve the teaching and learning process. The new program evaluation process will use data to improve overall program quality. These initiatives together will have a positive impact on each of our performance indicators. Funds have been requested through the grant to help fund several of these initiatives, although not all. Perkins funded initiatives include TSA assessments, counseling, advising, and tutoring.

### **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)]**

Secondary partners are aligning all industrial tech curriculum to the state or national standards. This project was initiated in FY14 and will continue in FY18. Increased Technical Skill Assessment implementation has provided the instructors with feedback that they can utilize to compare their students' ability with nationally normed standards.

Key assessments will be identified for all CTE programs which do not currently have them. Data will be gathered and analyzed to improve the teaching and learning process. All programs will have assessment plans/reports in FY18. A new program evaluation process will ensure quality CTE programs are being offered. An element of the program evaluation includes a review of labor market information, and a review of advisory board minutes to ensure the industry need still exists and appropriate conversations are occurring to maintain a relevant curriculum. PTCC continues to serve on the Manufacturing Center of Excellence board which aligns its work to industry needs and standards.

### **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)]**

Students are involved in career exploration, field experiences, job shadowing and career centers at the secondary level. New tools for career investigation were invested in the Area Learning Center and at Vision - a collaborative district school within the consortium for students with intense social, emotional or behavioral needs. The Summer

Academy piloted in summer FY16 will continue in June FY17 and FY18. 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.

PTCC will re-invigorate career services by assigning the function to a person funded through the general fund. This function has been performed by grant-funded positions for quite some time. Assigning the function to a permanent employee will ensure a consistent student experience. Gold Collar Career Day/Woman In Technology provide early experiences, incorporating industry support such as internships/practicum experiences, etc. provide experience to incumbent students. PTCC maintains involvement in two Centers of Excellence (Healthforce and 360 NSF/ATE Regional Center of Excellence) which focus on career pathways and K-12 career exploration initiatives.

## **Summary Narrative Part Two**

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### **Comprehensive Professional Development**

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***Q5) 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)]***

Perkins FY18 is continuing the focus on professional development in PTCC consortium's rigorous program of study - Early Childhood. One district had to cut their FACS program due to critical budget restraints in FY16, The consortium deems it important to support the existing FACS programs remaining in the area. A new vocationally licensed Business instructor was added to the Rush City High School staff in FY17. Pine City Schools will post for a manufacturing instructor and will apply for an appropriate variance if needed for an Industrial Arts instructor for a welding program in FY18. Professional development will be supported for these specific teachers as needed.

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 and FY18. Support will be provided through Perkins in providing oversight, staff stipends when beyond contract time and mileage.

PTCC will continue to host a Concurrent Professional Development Day in August 2017 for all concurrent teachers and mentors. In addition, PTCC has several days set aside in the academic calendar for in-service training for all faculty. In FY18 the primary areas of focus will be creating program sequences, which will enable seamless transfer into CTE programs, and assessment of student learning for the purpose of improving the teaching and learning process. These professional development activities, with the exception of a small Perkins budget request for the Concurrent PD Day, is funded out of the college's general fund.

### **Recruitment and Retention**

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***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)]***

The Perkins Secondary Coordinator meets with Principals and Superintendents to support the district's recruiting and retention of vocationally licensed instructors. One additional Business instructor was added in FY17. Another district will post for a manufacturing vocationally licensed instructor in FY18. Perkins coordinators have been meeting with industrial tech secondary staff to attain vocational licensure.

PTCC has a rigorous and transparent search and selection process which includes a Search Committee Chair and Committee (including a member of the Diversity Committee), and two levels of interviews, including a teaching demonstration. In keeping with our EEOC commitment, postings for positions are done such that the opportunity is made available to a wide and diverse pool of candidates. Minnesota State uses a rigorous credentialing process to ensure faculty are subject matter experts in their discipline. The credentialing process mirrors Higher Learning

Commission standards for accreditation. As a technical college, our instructors most often come directly from business and industry, thereby providing students with relevant instruction.

## Evaluate Student Performance and Programs

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***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.***

At the secondary level, declining enrollment numbers are a data source of real 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. Market and industry employment trends and demands are topics of discussion at the consortium level meetings.

Minnesota State enterprise systems such as ISRS and EPM 11 provide a wide variety of data points through which to perform analysis and identify specific needs and challenges. Without an institutional researcher, this analysis is not methodical. Data analysis that is planned for the future include a review of course success rates for developmental education and gatekeeper courses. It is especially important to disaggregate this data into special populations (i.e. low-income, minority, first generation) to see if any particular segment of students is more disadvantaged than another.

Data will also be used in a revitalized program evaluation process to be developed FY18 and implemented FY19. This process will rely on student outcome data, labor market information, and financial data to identify areas for improvement.

## How Programs of Study Affects Outcomes

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***Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]***

FY18 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. The self evaluation of the 10 elements has led and will continue to lead to increased staff development for FACS teachers and increased participation in the Child Development Advisory at PTCC. Increased emphasis in Child Development has been sustained for several reasons:

\*PTCC and the secondary partners have an historically vibrant partnership in early childhood. This strong collaboration has led to many joint ventures in school readiness and has received state wide recognition.

\*Market data indicates a strong need for high quality child care and school readiness teachers and providers.

\*Training for child care providers and teachers has expanded at PTCC. An individual can receive a certificate or licensure through PTCC.

FY18 will consider a new RPOS in Manufacturing Production Process Development. Three secondary sites have new POS in Production. FY18 funds will be utilized to support these new programs in equipment and staff

development. The self-evaluation process implemented this Fall will give guidance to other steps in FY18 to support this POS.

## **Goal 1 Narrative**

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### **Narrative for Goal 1: Designing and Implementing Programs of Study**

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

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

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## Goal 1 Objectives

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study
Strategies	
Continue to implement the pilot summer academy technical skills 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. The focus group for this academy is students who have completed 8th and 9th grade.	
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. Students will consider a POS in a Career and Technical field after the academy experience.	
Measures	
Evaluations will be conducted post experience. Recruitment and retention numbers will be tracked.	
This information will be used for program improvement.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$4,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,000.00
<b>Total</b>	\$4,000.00
<b>Goal 1 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R4 Develop/Improve/Expand the use of Technology
Strategies	
Increase availability of CTE courses to outstate districts	
Conduct planning meetings with consortium partners to expand CTE concurrent offerings beginning in FY19	
Outcomes	
ITV linkage to deliver career and technical courses for a secondary high school site.	
Measures	
Track numbers of student participation in career technical courses delivered by ITV.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$414.02
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$8,359.98
<b>Secondary Total</b>	\$8,774.00
<b>Total</b>	\$8,774.00
<b>Goal 1 Objectives 3</b>	

<b>Required/Permissive Uses of Funds*</b>	R10 Collaboration
Strategies	
Increase course options through innovative PTCC Technical course delivery at secondary site.	
Outcomes	
Increase accessibility of vocational programming for outstate rural district	
Measures	
Increase participation and concentration for continued improvement in the 6S1 and 6S2 accountability indicators.	
PTCC has met the secondary negotiated targets in participation and concentration.	
6S1 Participation improved from 27.68 (FY14) to 36.93 (FY16) and achieved the negotiated target	
6S2 Concentration improved from 6.51 (FY14) to 22.17 (FY16) and achieved the negotiated target	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$2,800.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,800.00
<b>Total</b>	\$2,800.00

**Goal 1 Objectives 4**

<b>Required/Permissive Uses of Funds*</b>	R11 Articulation
Strategies	
The consortium promotes post-secondary articulation agreements with 4 universities for Bachelors of Science degrees in: Applied Engineering (Bemidji), Elem Ed (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 has signed three articulations for Medical Assisting, RN to BSN, and Health Science Broadfield to Healthcare Administration, and further articulations are underway, including Business Administration AS, Accounting AAS, Early Childhood Development, and Cyber Security.	
Outcomes	
Students completing a POS have a seamless transition into a bachelor level degree in an area of applied science or bachelor of science.	
Measures	
21% of manufacturing, early childhood, and nursing mobility students move into BS programs due to ease of transition 2016 - 2017 3P1 target = 30.30%	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 1 Objectives 5**

<b>Required/Permissive Uses of Funds*</b>	R8 Size/Scope/Quality, R10 Collaboration
Strategies	
Begin offering summer academic success center services to incoming and continuing adult learners and matriculating high school graduates to	



prepare them for success.	
Outcomes	
Improved academic skills	
Seamless transition for HS students into college -level rigor	
Measures	
Participation in summer tutoring/advising sessions	
Successful completion of courses	
<b>Post-Secondary Required Activities</b>	\$7,800.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$7,800.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$7,800.00

<b>Goal 1 Objectives 6</b>	
<b>Required/Permissive Uses of Funds*</b>	R5 Professional Development
Strategies	
Professional development for instructors in the RPOS Early Childhood Development and Advanced Manufacturing programs in August 2017.	
Outcomes	
Increase rigor, build skills and build collaboration between secondary and postsecondary instructors and programs.	
Recruit and retain students in the RPOS.	
Recruit and retain students in nontraditional career fields.	
Measures	
Increase participation and concentration for continued improvement in the 6S1 and 6S2 accountability indicators. PTCC has met the secondary negotiated targets in participation and concentration.	
6S1 Participation improved from 27.68 (FY14) to 36.93 (FY16) and achieved the negotiated target	
6S2 Concentration improved from 6.51 (FY14) to 22.17 (FY16) and achieved the negotiated target	
<b>Post-Secondary Required Activities</b>	\$500.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$500.00
<b>Secondary Required Activities</b>	\$1,500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,500.00
<b>Total</b>	\$2,000.00

<b>Goal 1 Objectives 7</b>	
<b>Required/Permissive Uses of Funds*</b>	P2 Counseling
Strategies	

Secondary teachers, post-secondary faculty and counselor involvement to provide transitions including postsecondary planning, career learning plans, utilizing MCIS, student preparation, guidance in CTE and development of post-secondary enrollment option courses delivered on site at the High School.

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

**Outcomes**

Maintain career tech centers to serve secondary students on site within their school. Career investigation including utilizing MCIS, development of student learning plans, field experiences, industry and training site visits.

**Measures**

Student access to on site career center, program of study information, continue to exceed 4S1 graduation target rates set at 91.37.

Student access to postsecondary options, MCIS, career/technical options through counseling at secondary sites.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$9,300.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$9,300.00
<b>Total</b>	\$9,300.00

**Goal 1 Objectives 8**

<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration
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**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 FY18 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. This work is expanded in FY18 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

Valid and reliable assessment of core technical skills

**Measures**

Programs of Study developed, implemented and utilized at each of the 6 secondary districts – TSA's implemented at the secondary and postsecondary levels

<b>Post-Secondary Required Activities</b>	\$500.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$500.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$500.00

**Goal 1 Objectives 9**

<b>Required/Permissive Uses of Funds*</b>	R6 Assessment
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**Strategies**

TSA's will be fully implemented in the postsecondary and secondary levels.

Conduct Professional development in-services for post-secondary faculty to expand knowledge of assessment strategies for both technical and general education outcomes.

#### Outcomes

Instructors at the secondary and postsecondary levels will be able to review TSA assessment data for the purposes of curriculum alignment, adaptation and trend analysis.

#### Measures

Improve curriculum and instruction resulting in an upward trend in TSA's in the future.

Improve the secondary 2S1 indicator to meet targeted goal for FY18.

<b>Post-Secondary Required Activities</b>	\$1,700.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$1,700.00
<b>Secondary Required Activities</b>	\$750.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$750.00
<b>Total</b>	\$2,450.00

## Goal 2 Narrative

### Narrative for Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

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Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

**(20,000 character limit)**

1) Secondary students will have access to experience all aspects of industry through school to work experiences, internships, industry site visits, industry speakers and field visits to industry and training sites. Students who have completed 8th and 9th grade will have the opportunity to participate in the Summer Academy. This hands on tech education experience facilitated at PTCC will give students exposure to technical careers and in demand technical career fields. Post-secondary students are given opportunities to explore career areas through career assessment tools, internships, guest speakers, field trips, and discussions with instructors who are subject matter experts in their discipline.

2) One of our objectives in FY17 that will continue in FY18 is the recruitment and retention of secondary instructors in PTCC Advisory Councils. The joint advisory councils have been a platform for designing an efficient and seamless POS curriculum, course outcomes and assessments. Advisory committees are maintained for all CTE programs at the post-secondary institution, including industry experts, secondary partners, and students.

3) Business and industry partners in joint advisory committees bring the marketplace perspective to the meeting. This perspective identifies industry needs in employability, skill gaps and market trends. Labor market information is reviewed when considering new programming.

4) The PTCC Consortium meets 2-3 times per year. One of the goals for the consortium in FY18 is to meet monthly with an expanded focus on Career and Technical Education. This initiative would include the following as partners: Business and industry partners, ABE, ALC and ALP representatives, Perkins coordinators, PTCC staff, Vocational instructors, Work Force Center representatives, World's best workforce representatives, parents and other community members.

5) A new collaboration that originated in FY17 and will continue in FY18 is a planning organization to create a new education center with co-located entities including a transition program for adult learners, an in school student suspension program, a shared district behavior and high need learning center and a vocational education site. This center would serve multiple districts and multiple needs of consortium students. Several education partner collaborations are in place to expand CTE programming at the post-secondary level, including Cyber Security and Early Childhood Development.

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

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## Goal 2 Objectives

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R10 Collaboration
Strategies	
Design a cohort (Career Prep Consortium) of industry representatives, career and tech education staff, parents, ABE, ALP, ALC, Work Force Center to meet monthly to discuss employability factors, training needs, Perkins initiatives and transition to the workplace needs and challenges.	
Outcomes	
Broader understanding of market demands, training and employability challenges, trends and gaps.	
Measures	
Increased number of participants and completers in career and technical programs.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 2 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	P1 Advisory Committees
Strategies	
Expand the collaboration and participation between PTCC advisory committees and secondary vocational programs. Invite, recruit and retain secondary staff to participate in appropriate joint advisory councils at PTCC.	
Strengthen existing vocational program advisory councils by adding business/industry representatives, parents and community members.	
Outcomes	
Develop a comprehensive vision and strategies for vocational programming.	
Greater understanding of industry needs, trends and employability gaps.	
Measures	
Secondary faculty participation numbers in PTCC advisory committees.	
Growth in industry and community involvement in local advisory council meetings.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 2 Objectives 3</b>	

<b>Required/Permissive Uses of Funds*</b>	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 - 80% 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	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$444.74
<b>Post-Secondary Total</b>	\$444.74
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$444.74

**Goal 2 Objectives 4**

<b>Required/Permissive Uses of Funds*</b>	R3 All Aspects of an Industry
Strategies	
Students will have experiences in all aspects of industry as part of their high school accredited course experience.	
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 set at 91.37.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$1,700.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,700.00
<b>Total</b>	\$1,700.00

**Goal 2 Objectives 5**

<b>Required/Permissive Uses of Funds*</b>	R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology
Strategies	
Upgrade equipment to meet industry standards. Upgraded equipment that modernizes vocational programs can engage students in completing credit requirements in elective courses.	
Purchase and upgrade equipment for new POS in manufacturing including a 3D printer and Immerse2Learn simulation software.	
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 new POS in manufacturing. 20 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 set at 91.37.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$11,100.00
Post-Secondary Total	\$11,100.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$18,363.28
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$18,363.28
Total	\$29,463.28

### Goal 2 Objectives 6

Required/Permissive Uses of Funds*	R10 Collaboration
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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%

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

## Goal 3 Narrative

### Narrative for Goal 3: Improve Service to Special Populations

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Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

(20,000 character limit)

1) Intentional efforts through secondary counselors and vocationally licensed staff to recruit and retain students in POS nontraditional by gender are demonstrated by gender neutral language, specific recommendations for vocational courses and the summer academy. The summer academy is designed to encourage nontraditional participation for students completing 8th and 9th grades. This strategy will expose students to nontraditional options before they made definitive scheduling choices for their high school experience. The post-secondary institution has intentionally hired nontraditional by gender instructors in Machine Tool, and is now offering a non-credit Welding certificate targeting women students. A website usability study is planned for FY18 to review for gender-specific language. In addition, a marketing campaign is planned in FY18 that will include the use of videos depicting nontraditional genders in NTO fields.

2) Through consortium partners including PTCC's Employment and Training division, Dept. of Vocational Rehab, Central MN Jobs and Training, the Area Learning Center, Adapted Learning Center and secondary counselors, the consortium provides access to and success in programs of study for all learners. With the support of all partners, the consortium provides 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.

3) The after school pilot project, Pine City Builders will continue in FY18. This project identifies students considered at risk of academic failure and recruits the students for an after school technical education program. Vocational programming will be accessed on line and in other alternate formats to provide all students, including special populations, access to quality career and technical education. The Area Learning Center has had a strong history in working with special populations including teen parents. The services provided include on site child care for parenting students. It also includes a block schedule that is more accommodating for parenting students. Perkins funds were utilized to support these strategies in the past but have now become embedded in the ALC annual budget. Through grant funds, PTCC offers support for parenting students including regular times to meet. A Wellness Room is provided to students who are nursing. Grants of up to \$500 are made available to low-income students with emergency needs on a one-time basis. A new advising model is being developed and implemented in FY18 using the Appreciative Advising Framework that will aid students in navigating higher education.

4) No person shall be discriminated against in the terms and conditions of employment, personnel practices or access to and participation in programs, services and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression, familial status, or membership or activity in a local commission as defined by law is prohibited.

The Minnesota Human Rights Act (Minn. Stat. 363A), which prohibits discrimination in education programs and activities on grounds of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, sexual orientation, disability or age. These statements are posted at PTCC and the secondary sites.

Individuals in special populations receive equal access and opportunity to participate in all Perkins related activities, programs and events.

5) A new strategy in FY18 is the implementation of a monthly career prep consortium. This collaborative venture will provide a platform for discussion and program development between industry needs (including high wage / high demand occupations) and employability and skills gaps that exist. Other strategies include industry site visits, business representative speakers, Gold Collar Career Days activities and field trips to training sites. Longer term programming has been stacked with short-term credentials to meet the needs of employers, as well as students who need to find immediate employment. This strategy is articulated in goals 2 and 5.

6) Expectations for all learners including special populations interface between secondary and postsecondary by employing the following strategies: Secondary counselor meetings with PTCC administrative staff, Disability Service Coordinator staffing support, Parenting student programs at the secondary and postsecondary levels include parenting cafes, gas stipends and parenting education. Post-secondary mentors are assigned to teachers of concurrent courses, including rigorous expectations of meetings and observations to ensure that the rigor and quality of concurrent courses match those of PTCC.

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### ***Goal 3: Improve Service to Special Populations***





**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	P6 Mentoring/Support Services
Strategies	
Facilitate welcome event called "Jump Start" at PTCC in Aug. for all new students and their families. Introduce students to career and technical opportunities. This will be expanded starting in Aug 2018 to include both a college orientation as well as a program orientation during which students can see the spaces where they will be learning, meet their instructors, and well as other students in the program.	
Outcomes	
Students more engaged during the first week of their semester by already being familiar with support services and mentoring opportunities offered	
Measures	
Retention rate (fall to spring) for students who attend new student open house when compared with those who do not	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 3 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R8 Size/Scope/Quality, R9 Special Populations
Strategies	
Overcome 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	
2016-2017 targets: 3P1 = 30.30% 5P1 = 15.5% 5P2 target = 11%	
<b>Post-Secondary Required Activities</b>	\$51,336.97
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$51,336.97
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$51,336.97
<b>Goal 3 Objectives 3</b>	
<b>Required/Permissive Uses of</b>	R8 Size/Scope/Quality, R9 Special Populations

<b>Funds*</b>	
Strategies	
Progress report/alert system utilized to respond proactively for all students with academic needs	
Implement new advising model and framework "Appreciative Advising" - pilot in first-year experience courses and developmental courses in FY18	
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.	
Students who are knowledgeable about how to navigate the higher education systems, and stay on track to graduate	
Measures	
# of new students advised using the new framework	
Fall to spring retention of advised students	
Fall to fall retention of advised students	
<b>Post-Secondary Required Activities</b>	\$29,750.83
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$29,750.83
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$29,750.83

**Goal 3 Objectives 4**

<b>Required/Permissible Uses of Funds*</b>	R9 Special Populations
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## Strategies

Access to and success of students in programs of study considered nontraditional by gender.

Undertake a marketing review and campaign to ensure accessibility for all students without gender biased language/visuals, and targeting specific special populations such as low-income, single parents, working adults, and non-traditional genders in NTO fields.

All vocationally approved courses are gender neutral in course description and recruitment.

## Outcomes

Increased access for all students including special populations will increase the numbers of students recruited and retained in vocational courses as participants and completers.

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 36.93 (FY16) and exceeded the negotiated target

6S2 Concentration improved from 6.51 (FY14) to 22.17 (FY16) and exceeded the negotiated target

PS 2016-2017 targets: 5P1 = 15.50%, 5P2 = 11.00%

<b>Post-Secondary Required Activities</b>	\$4,030.71
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$4,030.71
<b>Secondary Required Activities</b>	\$0.00

<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$4,030.71

<b>Goal 3 Objectives 5</b>	
<b>Required/Permissive Uses of Funds*</b>	R9 Special Populations
Strategies	
Continue to implement 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 academic engagement through contextualized learning in technical education. Student relationship engagement through small group interaction with career technical educators in the afterschool program.	
Measures	
Maintain growth in exceeding 4S1 target at 91.84% (exceeding target of 91.37%)	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$2,500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,500.00
<b>Total</b>	\$2,500.00

<b>Goal 3 Objectives 6</b>	
<b>Required/Permissive Uses of Funds*</b>	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: 91.37%	
Actual: 91.48%	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

## Goal 4 Narrative

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### Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

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Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

**(20,000 character limit)**

1) Secondary students have flexibility in their schedules at the Pine Area Learning Center that accommodates student learning plans for all consortium members. The ALC at Mora, the ALP at Hinckley Finlayson and the CLC at East Central also provide a schedule that meets the needs of diverse learners. PTCC has added several online course offerings for summer 2017, and several programs will move to a hybrid offering in Fall 2017 including Business Administration and Accounting.

2) Programs of study provide for a continuum of instruction from secondary through post secondary within a framework of courses that can be accessed within the region or on line. When certain prerequisite courses are not offered through PTCC, every attempt is made to help the student locate the course through a different MN State institution. In summer of 2017 PTCC began offering a combined developmental reading and writing course that accelerates a student through developmental coursework to prepare them for their program of study.

3) Secondary counselors, post secondary disability counselors and academic support staff including vocational disability support staffing provide student services at the secondary and post secondary levels. Student services include personal learning plans that chart the course from 9th grade through graduation and support school and work readiness outcomes. Student services to support incoming learners include admissions specialists, financial aid specialists, disability specialists and counseling. New students are provided college and program orientation to acclimate to the college environment quickly.

4) Adult learners are served in secondary alternative learning sites and at PTCC. Services include ABE, GED preparation classes and counseling services at PTCC including disability counseling services. Career services are available including a Job Seeking course required in many PTCC programs. Relationships with area employers are built through advisory committees to open doors for graduates into the workforce. Job postings are listed on campus in the physical spaces where students are learning.

5) Other post secondary institutions are identified to complete a POS if not attainable at PTCC.

6) Recruitment efforts have become very deliberate with the hiring of two recruitment specialists. This provides the capacity for staff to work with incoming learners on a one-on-one basis, setting them up for future success. The recruitment specialists serve as a navigator to assist new students through the complex processes of college admissions. Retention efforts include the building of capacity in advising, academic skills/tutoring services, and counseling and disability services. A Veteran's Center exists on campus to make our veterans feel welcomed, and able to engage with other veterans. Finally short-term programming is made available to assist the under-employed in up-skilling in high demand areas such as Machine Tool and Automotive.

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

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**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R9 Special Populations
Strategies	
Flexibility in scheduling and formats that provide access for diverse students to pursue secondary and post-secondary courses and obtain their High School diploma, Adult Diploma, GED, Postsecondary Diploma, Certificates or Degrees.	
Outcomes	
Course completion and certification of study including diplomas, certificate, GED or degrees.	
Measures	
Maintain 4S1 target at 91.37% (FY16 exceeded target of 91.84%)	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 4 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration
Strategies	
Provide seamless transition of course work and programs in grades 11 through 14	
Institute new processes for communicating with concurrent students and parents in order to promote college attendance.	
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	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00
<b>Goal 4 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	R3 All Aspects of an Industry, R10 Collaboration

<b>Strategies</b>	
PTCC works with consortium to provide workforce and college ready activities to high school and college students within the consortium. 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.	
<b>Outcomes</b>	
Seamless transition from secondary to post-secondary programming	
Decreased time to degree and financial expense for those students participating in concurrent programming	
<b>Measures</b>	
Maintain trend of number of CTE students who pass all the requirements for graduation , 2015-2016 2P1 target 42.9 exceeded target of 53.11%, 2016-2017 target: 2P1 = 46.90%	
Maintain 4S1 target at 91.37% (exceeding target of 91.84%)	
<b>Post-Secondary Required Activities</b>	\$1,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$1,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$1,000.00

<b>Goal 4 Objectives 4</b>	
<b>Required/Permissible Uses of Funds*</b>	R9 Special Populations
<b>Strategies</b>	
Transition of adult learners into the workforce through spring job fair which matches graduating students and employers.	
Continue block and evening classes for reentering adult learners to obtain their GED or Adult diploma.	
<b>Outcomes</b>	
Access for under-employed or unemployed to fully participate in the workforce.	
<b>Measures</b>	
8 adult students complete their GED or Adult diploma and become career ready	
# of employers and students who participate in the job fair spring 2018.	
<b>Post-Secondary Required Activities</b>	\$500.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$500.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$500.00

**Goal 5 Narrative**

## Narrative for Goal 5: Sustain the Consortium

\*

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

**(20,000 character limit)**

1) A self assessment was implemented with the all the consortium partners and will continue in FY18. A sampling of the questions considered:

Envision what a vibrant, innovative comprehensive vocational education program looks like at the secondary schools consortium level.

What are the essential elements of this programming?

What would you need at the secondary level to achieve this programming?

Are there steps that could be taken to work collaboratively to achieve optimal programming and opportunities for students?

Fiscal and administration self assessment is a part of a mid year meeting with St. Croix River Education District. Members included the Business Manager, Perkins Coordinators and the Executive Director of SCRED.

2) Accountability indicators will continue to be reviewed, discussed and utilized to guide program and revenue decisions. Other data including TSA scores provide feedback for instructors for curriculum adaptation and course goals. A new program evaluation system will be developed at PTCC in FY18 and implemented in FY19. This system will use a wide variety of data inputs including student success measures, labor market information, and financial data. A new annual assessment reporting system will also be put into place which formalizes the process of gathering student level data, analyzing results, and making improvements to the teaching and learning process.

3) Since FY14, PTCC has set a goal to strengthen the collaborative consortium structure. In FY18, monthly Career and Tech meetings (Career Prep Consortium) will be implemented. These meetings will have a broad career and technical school / work readiness scope that will be inclusive of Perkins initiatives. Responsibility for accountability for success will be collaboratively shared through program planning, decision making and developing common short and long term goals.

4) The budget has been an item of discussion throughout the year in the PTCC Consortium meetings. Secondary districts reviewed their current use of Perkins dollars at consortium meetings and requested funds for FY18 plans. PTCC conducted internal leadership meetings to review the FY17 budget and use of funds, and establish the FY18 budget and activities, serving as an input into this application.

5) Collaboration between the consortium and stakeholders are topics of discussion and implementation through joint initiatives and student participation opportunities including internships and industry site visits. Examples of joint initiatives in early childhood include the following: Internships for early childhood students at PTCC, Formation of Early Childhood Coalition, Mobile Preschool Bus, Joint trainings for school readiness, Art Rolnick coming to speak to the Pine City business leaders, Development of Reach out and Read Program in area clinics. PTCC holds an annual professional development day for all concurrent teachers and mentors.

6) The CTE consortium vision will be promoted through joint advisory councils, the monthly meeting Career Prep Consortium and other joint initiatives.



***Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions***

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## Goal 5 Objectives

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	Secondary Admin Cost
Strategies	
Coordinate Carl Perkins secondary and post-secondary plans and develop new initiatives within the consortium. Continue ongoing assessment of the financial system and coordination of fiscal accounting within the consortium. Promote consortium vision between partners and community	
Secondary 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 UGG procedures.	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$6,200.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$2,729.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$8,929.00
<b>Total</b>	\$8,929.00
<b>Goal 5 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	R10 Collaboration
Strategies	
PTCC will host monthly consortium meetings throughout FY18. This new Career Prep Consortium will be comprised of Perkins coordinators, partners, business / industry representatives. parents and community members.	
Outcomes	
Stronger platform of collaboration to address employability and training gaps, assess business partner's needs and trends and creating world's best workforce.	
Measures	
Involvement numbers, feedback (written and oral) and implemented initiatives	
<b>Post-Secondary Required Activities</b>	\$500.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$500.00
<b>Secondary Required Activities</b>	\$1,300.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$1,300.00
<b>Total</b>	\$1,800.00
<b>Goal 5 Objectives 3</b>	

<b>Required/Permissive Uses of Funds*</b>	R6 Assessment
Strategies	
Review and revitalize program evaluation to promote data-driven decision-making and a high-quality student experience	
Outcomes	
Healthy CTE programs at the post-secondary level that meet employment demands in the region.	
Measures	
Documented program evaluation plan/methodology in FY18	
# of programs going through the evaluation process in FY19	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

### ***Secondary Supplemental Budget***

<b>File Name</b>	<b>Description</b>	<b>File Size</b>
copy-of-perkins-budget-summary-spreadsheet-fy18-for-secondary(4)2.xlsx (24 KB)	<a href="#">FY18 Pine Tech Consortium Secondary Budget</a>	24 KB

### ***Calculate Goals***

Do you want to calculate all budget goals?\*

Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$10,500.00	\$0.00	\$0.00	\$0.00	\$10,500.00	\$18,764.02	\$0.00	\$0.00	\$8,359.98	\$27,124.00	\$37,624.00

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$11,544.74	\$11,544.74	\$1,700.00	\$18,363.28	\$0.00	\$0.00	\$20,063.28	\$31,608.02

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$85,118.51	\$0.00	\$0.00	\$0.00	\$85,118.51	\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00	\$87,618.51

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,500.00

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$7,500.00	\$0.00	\$2,729.00	\$0.00	\$10,229.00	\$10,729.00

**Goal Totals**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal Total	\$97,618.51	\$0.00	\$0.00	\$11,544.74	\$109,163.25	\$30,464.02	\$18,363.28	\$2,729.00	\$8,359.98	\$59,916.28	\$169,079.53

**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$450.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
Totals	\$450.00

**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:\*** \$3,100.00

**Post-Secondary**

**Total percentage of time for Coordinators of Perkins:\*** 0%

**Coordinator Budget:\*** \$0.00

**Perkins Dollars**

**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Rebecca Maki	Secondary Perkins Coordinator	261821	\$3,100.00	PerkinsSecondaryCoordinator.JobDescription (1) (1).pdf
Paul Jackson	Perkins Project Coordinator	280349	\$3,100.00	wg_PerkinsProjectCoordinator (2).pdf
TBD	Summer Academy Instructors		\$3,000.00	wg_SummerAcademyInstructors (1).pdf
TBD	Pine City Builders After School Project		\$3,000.00	wg_PineCityBuildersProject (1).pdf
Jennifer Baker-Jones	Counselor		\$29,750.83	
Katie Krier	Disability Coordinator		\$51,336.97	01065543 - Disability Coordinator - Katie Krier.doc
Erin White	Academic Success Center Coordinator		\$7,800.00	00689370-MnSCU Program Director I - Student Services Option Seasonal-Erin White.docx
			\$101,087.80	

## Improvement Plan Action Steps

Improvement Plan Action Steps 1	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	2S1 – Technical Skill Attainment
Action Steps to improve the performance	
TSA 2S1 indicator improved to 21.43 in FY16 from 0.00 in FY15	
The following steps were implemented in FY16 and were continued in FY17 and will continue in FY18 to close the gap for this indicator:	
*Increase number of students tested	
*Change testing vendor from a 3 class period option to a 1 class period option - this vendor will be utilized in FY18	
<b>Resources Needed</b>	Technical assistance was accessed through a consult with Ginny Karbowski.
<b>Timeline</b>	FY18 testing schedule
<b>Person(s) Responsible</b>	Becky Maki
<b>How will progress be documented?</b>	TSA results in FY18
<b>Sub-populations or groups where gap exists:</b>	
<b>Describe any contextual factors that might contribute to this gap:</b>	Low number of students tested skewed the percentage results.
Further Information	

Improvement Plan Action Steps 2	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	3P1 – Student retention or transfer
Action Steps to improve the performance	
Increase awareness of faculty and staff with regards to the Perkins indicators, our negotiated performance, and our actual results. This increased understanding will help to build a culture around measurement of results, and should have positive impact.	
<b>Resources Needed</b>	None. In-Service activities are included in the general budget.
<b>Timeline</b>	August, 2017 and January, 2018 in-services
<b>Person(s) Responsible</b>	Denine Rood, VP - ASA Amy Kruse - Director of HR
<b>How will progress be documented?</b>	# participants involved in in-service activities
<b>Sub-populations or groups where gap exists:</b>	
<b>Describe any contextual factors that might contribute to this gap:</b>	A contextual factor that might have contributed to the gap between our targeted goal and our actual goal was the dramatic increase in our 2P1 Credential Certificate, and Degree indicator (53.11%), exceeding our target goal by over 10%. Since the 2P1 and 3P1 indicators are comprised of the same student cohort, an increase in the 2P1 indicator will reduce the number of potential students in the numerator, while retaining the same denominator, leading to a decreased percentage. When PTCC's 2P1 and 3P1 Indicators are combined, the total student success percentage is 80.38, which exceeds the combined 2P1 and 3P1 targets of 75.57%.
Further Information	

Improvement Plan Action Steps 3	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	3P1 – Student retention or transfer
Action Steps to improve the performance	
Implement the Appreciative Advising model to improve transition from 1st to 2nd semester courses. We will pilot this approach in specific courses in FY18 (i.e. First Year Experience, Developmental) and measure impact. Full implementation, including training of faculty advisors, will occur in FY19.	
<b>Resources Needed</b>	Time to develop, communicate, and deliver advising services
<b>Timeline</b>	Summer 2017 - Develop Fall, 2017 - Pilot Spring, 2018 - Pilot in FYE and Dev courses
<b>Person(s) Responsible</b>	Jennifer Baker-Jones - Team Champion, Counselor

	Denine Rood - VP - ASA
<b>How will progress be documented?</b>	Spring, 2018 - Measure Fall to Spring retention for first cohort Summer, 2018 - Measure Fall to Fall retention for first cohort, Measure Spring to Fall retention for second cohort
<b>Sub-populations or groups where gap exists:</b>	Additional data needs to be collected and analyzed to determine if there are segments of students who would benefit more greatly from advising services. This can be ascertained as part of the analysis of results. Nontraditional gender occupations has been shown to be an area of weakness.
<b>Describe any contextual factors that might contribute to this gap:</b>	
Further Information	

**Improvement Plan Action Steps 4**

<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	3P1 – Student retention or transfer
Action Steps to improve the performance	
Hire a new Student Success Advisor to advise liberal arts students through the program.	
<b>Resources Needed</b>	Additional general fund dollars. Reallocations may be necessary, which is very difficult in a small school.
<b>Timeline</b>	Fall, 2017
<b>Person(s) Responsible</b>	Denine Rood - VP - ASA
<b>How will progress be documented?</b>	Hire date.
<b>Sub-populations or groups where gap exists:</b>	
<b>Describe any contextual factors that might contribute to this gap:</b>	
Further Information	

**Improvement Plan Action Steps 5**

<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	3P1 – Student retention or transfer
Action Steps to improve the performance	
Create guided pathways, including detailed registration guides and program plans for students, in order to keep them moving through their program without wasted credits.	
<b>Resources Needed</b>	In-service time was used in April 2017 to obtain faculty input into the appropriate sequence for technical courses within their program. Student Affairs personnel will create guided program plans as well as registration guides based on this input for use in advising in FY18.
<b>Timeline</b>	Summer, 2017 - Create guides and plans FY18 - Implement use of guides for registration advising
<b>Person(s) Responsible</b>	Denine Rood - VP - ASA
<b>How will progress be documented?</b>	Guides created? Communicated?
<b>Sub-populations or groups where gap exists:</b>	
<b>Describe any contextual factors that might contribute to this gap:</b>	
Further Information	

**Improvement Plan Action Steps 6**

<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	5P2 – Nontraditional completion
Action Steps to improve the performance	
The initiatives identified as action items to improve the 3P1 indicator (Student Retention and Transfer) will also positively impact nontraditional completion. In addition, the specific programs that are having the most difficulty completing nontraditional genders include Business Administration, Computer Programming, Entrepreneurship, and Practical Nursing - Diploma. Targeted department discussions will take place in Fall 2017 to generate possible root causes for this phenomenon, and additional advising sessions planned for NTO students.	
<b>Resources Needed</b>	None.
<b>Timeline</b>	Fall 2017 - department discussions Fall and Spring - advising sessions
<b>Person(s) Responsible</b>	Denine Rood - VP - ASA
<b>How will progress be documented?</b>	Advising notes
<b>Sub-populations or groups where gap exists:</b>	Business Administration AS, Computer Programming AAS, Entrepreneurship Certificate, Practical Nursing Diploma
<b>Describe any contextual factors</b>	

that might contribute to this gap:	
Further Information	

***Related Improvement Plan documents***

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Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.



## Improvement Report

Improvement Report 1	
<b>Indicator Not Met:*</b>	1P1 – Technical Skill attainment
<b>Negotiated Performance: *</b>	88.40%
<b>Actual Performance: *</b>	87.32%
General strategies planned to improve performance:	
<p>Re-establish our Assessment Committee in order to design a comprehensive assessment process that gathers student learning evidence data at the program level. This data will be gathered and analyzed on an annual basis to inform the teaching and learning process. Annual assessment reports will be prepared by program faculty which indicate improvements to be implemented in the following year based on the data gathered.</p> <p>Each program will prepare a curriculum map which shows the alignment of each course to specific program outcomes. Key assessment(s) will be identified which provide summative assessment data for each program outcome (i.e. NCLEX results for the Nursing program, ASE results for the Automotive program). Results for each key assessment will be entered into TracDat, our warehousing mechanism. This data will be aggregated and reported back to program faculty for analysis. An improvement plan will be developed and reported in the Annual Assessment Report.</p>	
Comments or context for actual performance (optional):	
<p>Student learning assessment has not been fully developed at the institutional level. Primary focus of assessment has been at the classroom level. While data have been collected, there has not been a formalized approach to "closing the loop" using evidence to drive improvements in the program.</p>	
Improvement Report 2	
<b>Indicator Not Met:*</b>	2S1 – Technical Skill Attainment
<b>Negotiated Performance: *</b>	54.30%
<b>Actual Performance: *</b>	21.43%
General strategies planned to improve performance:	
<p>TSA 2S1 indicator improved to 21.43 in FY16 from 0.00 in FY15</p> <p>The following steps were implemented in FY16 and were continued in FY17 and will continue in FY18 to close the gap for this indicator:</p> <p>*Increase number of students tested</p> <p>*Change testing vendor from a 3 class period option to a 1 class period option - this vendor will be utilized in FY18</p>	
Comments or context for actual performance (optional):	
<p>Our testing numbers are increasing each year. The greater sample size creates a more accurate percentage compared to a very small sample size. For example, one class tested in FY16 had 2 students - 1 passed and 1 failed, this is seen as a 50% passing rate.</p>	
Improvement Report 3	
<b>Indicator Not Met:*</b>	3P1 – Student retention or transfer
<b>Negotiated Performance: *</b>	32.67%
<b>Actual Performance: *</b>	27.27%
General strategies planned to improve performance:	
<p>Increase faculty and staff awareness of Perkins indicators by introducing at the fall in-service. Discuss possible interventions to positively impact student retention and transfer.</p> <p>Implement a new advising program for new and continuing students using the Appreciative Advising framework.</p> <p>Advisors for College Connections (our Early Middle College program) will track the success of direct high school transfers and design interventions to improve retention of this segment of students.</p> <p>Hire a Student Success Advisor to advise students declared in the Associate of Arts and Associate of Science programs. These are relatively new programs which have not been assigned a specific advisor.</p>	
Comments or context for actual performance (optional):	
<p>Noticeable decline in several programs for retention of students. This data will be analyzed and addressed with program faculty in order to develop an improvement plan.</p>	
Improvement Report 4	
<b>Indicator Not Met:*</b>	4P1 – Student placement

<b>Negotiated Performance: *</b>	82.00%
<b>Actual Performance: *</b>	80.49%
General strategies planned to improve performance:	
Review survey process to increase the number of graduates reporting.	
Clearly assign the role of placement and career services. In the past this function was not well defined.	
Develop career placement services and heavily market to exiting graduates. This would include a spring job fair, resume-writing workshops, and job-seeking skills workshops.	
Comments or context for actual performance (optional):	
Our performance suffers due to lack of participation in the survey, lowering our N, as well as undefined roles and responsibilities surrounding the career placement function.	

<b>Improvement Report 5</b>	
<b>Indicator Not Met:*</b>	5P2 – Nontraditional completion
<b>Negotiated Performance: *</b>	11.00%
<b>Actual Performance: *</b>	8.64%
General strategies planned to improve performance:	
Strategies used to positively impact retention and completion overall will also benefit nontraditional completion. These strategies include a new advising framework, guided pathways, increasing awareness of faculty in nontraditional occupations about the gap in achievement for those who are non-traditional in gender, and investing in an additional advisor. We also will be attempting to increase the number of participants in nontraditional occupations to increase access, as well as to increase the "N"	
Comments or context for actual performance (optional):	
Completion is very important to us at Pine. Several gaps in service have been noted that we will be attempting to fill over the course of the next several years (i.e. lack of guided pathways, lack of advising). These changes will positively impact completion for all.	

**Rigorous Program of Study**

<b>State-Approved Rigorous Program of Study</b>	<b>RPOS submitted with 10 components</b>
Early Childhood Development and Services	wg_rigprog (3).pdf

**Programs of Study**

Career Fields	Career Clusters	Career Pathways	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Business, Management, & Administration	Finance	Accounting	Precision Exams Accounting I		Accounting	Braham, Pine Technical and Community College	End of course
Business, Management, & Administration	Finance	Accounting	Precision Exams Accounting II		Accounting	Mora, Pine Technical and Community College	End of course
Health Science Technology	Health Science	Therapeutics Services	Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation		CNA	Braham, Pine Technical and Community College	End of course
Human Services	Education and Training	Teaching/Training			Early Childhood Development	Hinckley Finlayson, Pine Technical and Community College	End of course
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	Precision Exams Animal Science I		Animal Science	Mora, Vermillion Community College	End of course
Engineering, Manufacturing, & Technology	Manufacturing	Production	Precision Exams Welding Technician, Entry		Ag Welding	Rush City, Pine Technical and Community College	End of course
Engineering, Manufacturing, & Technology	Manufacturing	Production	Project Lead The Way Computer Integrated Manufacturing		Project Lead the Way	Pine City, Pine Technical and Community College	End of course

Engineering, Manufacturing, & Technology	Manufacturing	Production	Precision Exams Welding Technician, Entry		Ag Welding	Braham, Pine Technical and Community College	End of course
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Natural Resources Systems	Precision Exams Natural Resource Science I		Natural Resources	Mora, Pine Technical and Community College	End of course

**Statement of Assurances & Certifications**

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File Name	Description	File Size
Statement of Assurances FY18.pdf (5.2 MB)	Statement of Assurances FY18	5.2 MB

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**Attachments**

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