



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02631 - FY19 Pine Technical Consortium Grant
Perkins IV Consortium

Grant Title: FY19 Pine Technical Consortium Grant
Grant Number: 02433
Grant Status: Underway
Comments:
Applicant Organization: Pine Technical Consortium
Grantee Contact: Becky Maki
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent: 08/08/2018, Contract Received: 07/01/2018, Contract Executed: 06/30/2019
Project Dates: Proposal Date: 08/08/2018, Project Start: 07/01/2018, Project End: 06/30/2019
Grant Administrator: Jeralyn Jargo
Contract Number: 02433
Award Year: 2018
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2018
 06/30/2019

Project Start Project End

Comments

Agency List

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

Summary Narrative Part One

Career and Technical Education Programs:

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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)]

The Pine Tech Consortium is in the process of developing a new Rigorous Program of Study in Manufacturing. The joint advisory committee in Manufacturing will be continuing the review of the 10 components with laser focus on improving component #2 Partnerships: Ongoing relationships among education, businesses and other community stakeholders are central to POS design, implementation, and maintenance. The consortium plans to support this initiative in several additional ways detailed below.

In FY18, Pine City School ISD #578 and Perkins Secondary Coordinator accessed technical assistance from John Rapheal in applying for and receiving a variance in Manufacturing for an Industrial Tech instructor. This enabled the Pine City Welding program to receive Perkins funds for the first time. Over \$13,000 in welding equipment has been purchased in FY18. The initiative to support this new vocational program in manufacturing will continue in FY19.

A new secondary program in Manufacturing (Hinckley-Finlayson) is in the development stage and should be approved in FY19 with a variance for the instructor who will be fully licensed in the summer of 2019. School administrators have approved exploring the purchase of equipment for this new program through the general fund and Perkins revenue.

The Summer Academy in FY18 will focus on Manufacturing. Recruitment focus for this hands on summer program is directed towards students entering 9th grade and open consortium wide for interested students. Data from this project in June, 2018 will be used for Summer Academy FY19 planning.

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. A goal for our FY18 plan was to conduct a website usability study create marketing videos featuring non-traditional genders in nontraditional by gender CTE program to help expand access to the college for special populations. Due to the elimination of the position responsible for conducting these activities in FY18, we will again focus on these initiatives for FY19. A new position has been created to focus specifically on marketing the college and these initiatives will have a strong champion in the staff hired.

In FY18 a new advising framework was piloted and additional general fund resources were applied to the advising process in the form of a new advisor (we increased our Disability coordinator from .75FTE to 1.0FTE with an increased focus on student success and retention). This advising framework will continue in FY19 as we move on to "phase two" and develop the roles and responsibilities of "Student Success Coaches" for PTCC students. These coaches will work in coordination with faculty program advisors with a goal of improving students' connection to campus with an intended goal of increasing retention and completion rates.

PTCC transitioned our Academic Skills Director from a .75 to a 1.0 assignment in FY18 and will continue to support this function through the general fund, with an additional focus on providing career service opportunities to students and emergency supports for students facing unforeseen financial emergencies.

In FY19 we also anticipate hiring a new advisor who will also have a focus on our underserved population and student facing barriers to academic and personal success. This position will coordinate student support initiatives for underserved populations. We are requesting that 50% be supported through Perkins funds and 50% will be supported through the general fund.

New equipment and technology will be added to the Advanced Manufacturing RPOS, including our Precision Machining program and new Automated Systems Technology (AST) and Welding programs. In addition, funds will support a new Emergency Medical Professionals certificate.

A new initiative identified through the work of the Career Prep Consortium will roll-out in FY19. PTCC will introduce "Career Academies" in the CTE areas of Business, Automotive, Emergency Medical Services and Healthcare. The overall goal of these career academies is to increase opportunities for students to participate in career and technical education (CTE) opportunities that provide access to: college credit, pathways to industry recognized credentials, and exposure to in-demand career opportunities. Additional career academies underdevelopment in FY19 include a STEM academy, Information Technology academy and possibly an Early Childhood Education Academy.

Workforce Development Scholarships funded through the MN State Legislature in FY18 for the 2018-2019 academic year will continue for the 2019-2020 academic year. PTCC has sought local donors to provide a match to the state dollars in order to increase enrollment in high growth high demands programs at the college. For 2018-2019 PTCC awarded 14 scholarships, one to each school in the ECMECC consortium.

A new initiative that will roll out in FY19 is the "PTCC Kick-Start" program, a grant funded through DEED through the 2019-2020 academic year. This grant focus on increasing enrollment in manufacturing and healthcare programs for the 2018-2019 academic year and in FY20 will include one year of free tuition (and a supply stipend) to eligible seniors attending high schools in the PTCC Perkins Consortia. While the focus will be on high growth high demand programs, eligible students will be able to attend PTCC in a program of their choice with the tuition barrier completely removed for their first year.

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)]

Performance indicators will be reviewed in the Fall and Spring with Consortium partners. The secondary sites are continuing to make progress in meeting the negotiated performance targets. The critical need in our consortium continues to be maintaining and supporting existing programs and in exploring the possibilities of new program development. Districts are addressing this critical need utilizing the following strategies:

- A variance was obtained to gain vocational licensure for an Industrial Arts teacher in Manufacturing Careers (Pine City Schools),
- A new vocational program is being developed in Manufacturing (Hinckley-Finlayson). The instructor will be fully licensed in the summer of FY19

and is applying for a variance in FY19.

•A new Diversified Occupations Program was developed in Mora in FY18. Another new Diversified Occupations program is being developed for FY19 in the Hinckley-Finlayson School District and one new Work Experience program is being developed in the Braham Public School District for FY19.

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.

The first step in improvement is to increase awareness of the metrics we are watching, and the role our faculty and staff play in improving them. The Chief Academic Officer communicated the key focus areas of recruitment, retention and completion at the Fall 2017 in-service, providing the trend data to our staff. This was repeated at the Spring 2018 in-service. Specific improvements implemented as a result of this analysis include hiring a Student Success Coordinator, appointing an academic advisor for Associate of Arts students, adding tutoring hours, writing and receiving a grant to provide special support for our parenting students, and improving the sequencing and scheduling process to provide a clearer path to completion for our students.

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)]

All secondary vocational programs are going through the program approval process due 11/1/18. All courses are identifying the alignment with state or national standards. State support staff has been instrumental in providing inservice sessions for teachers to work together in standards alignment and further understanding the FACS Frameworks.

The Assessment Plan and Report form was developed in FY18, and the key CTE program assessments identified. Data collection will begin in FY19. The program review process continues to be in development and implementation will begin in FY19. 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.

Several programs align with external standards and are accredited through external agencies (i.e. Automotive Technology, Early Childhood Development, Medical Assistant, and our Nursing programs). Nursing is in the process of seeking accreditation.) 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. The Summer Academy piloted in summer FY16 will continue FY19. 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 trips to related industry sites.

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 Days provide early experiences, incorporating industry support such as internships/practicum experiences, etc. provide experience to incumbent students. PTCC will work with concurrent enrollment partners in bringing students on campus to learn more about CTE programs. A new initiative for FY19 will be to work with Forest Lake High School and the students enrolled in Business courses through PTCC's concurrent enrollment program. A career exploration event will be scheduled for October at PTCC.

In FY18, PTCC partnered with the regional Girl Scout Council to provide opportunities for local troops to learn more about CTE programs on campus. The college will continue to support this initiative in FY19.

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

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)]

Plans for high quality professional development include the following strategies and are supported with Perkins funds:

- Facilitation of meetings between Pine Tech Community College Business staff and Mora High School Secondary staff to develop an articulation agreement in Accounting
- Membership fees and professional development opportunities in MACTA
- Options for staff development for FACS teachers including SelfServ certification training for classroom implementation

PTCC will continue to host a Concurrent Professional Development Day in August 2018 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 FY19 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.

Funded through the Perkins grant, PTCC will increase professional development opportunities for staff and faculty to attend and participate in local, state, and regional conferences and meeting with a focus on CTE, supporting our students in CTE programs, to build leadership capacity, learn from best practices in CTE, and build relationships. Funds will also help to support memberships with NACADA and MACTA.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

The Perkins Secondary Coordinator communicates and meets with Principals and Superintendents to support the district's recruiting and retention of vocationally licensed instructors. Three new additional Business instructors were added in FY18 (Rush City and Pine City). Two of the Business teachers were recruited from the business industry and obtained licensure as Business teachers. Additional variances will be sought in Mora Public Schools in FY19.

Pine City School District obtained a variance in manufacturing for an Industrial Arts instructor in FY18.

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 FY19. Support will be provided through Perkins in providing oversight and staff stipends. One of these instructors has a Community Expert license and is in process of obtaining 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 Equity and Inclusion 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

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.

The consortium has identified a new vendor for TSA's (Precision) and will increase the number of TSA's administered in FY19. A FACS instructor will be attending the ServSafe training this summer. This will equip her to utilize this assessment and certify her students in her FACS classroom. At the secondary level, declining enrollment numbers district-wide continues to be 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 begun in FY16 to include secondary vocational teachers in the regional PTC Advisory councils will continue and is another strategy to increase recruitment and retention in the vocational secondary courses.

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

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)]

In FY18, the consortium was involved in a year long CPIP project designed to review, update and create POS's for all secondary sites. Counselors met throughout the year for this purpose and showcased their work during a community engagement meeting in April, 2018. Plans for this work will continue in FY19. Two meetings between secondary counselors and PTCC staff will be implemented (Fall and Spring). The outcome for these meetings regarding POS's is to review and maintain the progress made in FY18.

The creation of a new RPOS in Manufacturing was implemented in FY18. Upon reflection and self-evaluation of the 10 elements of the RPOS, the consortium determined that additional work needed to be done to meet component #2 with at least a level 1 rating. This component will be reviewed during the Fall Manufacturing Advisory Committee with plans for submission in Jan., 2019

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].

10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

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.

During FY18, the consortium conducted a review of all existing Programs of Study and created additional Programs of Study based on market trends and student interest. This work was conducted by the secondary counselors, Perkins coordinators and PTCC staff. The goal of this initiative is to fully utilize this strategy as a meaningful tool for counselors, students and families in identifying a career path and mapping out the courses needed to obtain a certificate, diploma or degree. Secondary counselors and the Perkins coordinators will build upon this initiative in FY19 through a continued focus on implementation, inservice and strategies to improve this tool for students, families and counselors. 6 out of the 7 counselors are relatively new to their positions and the Program of Study design. Secondary counselors and the Perkins coordinators will meet in the fall and spring of FY19 to continue this work.

2. Describe opportunities for early college credit [Sec. 135. (c) (10)]

Opportunities for early college credit occur in all six secondary sites. These opportunities include concurrent enrollment, postsecondary enrollment options, online postsecondary options and postsecondary credit through instruction and end of course testing. Feedback and discussion during the Career Prep Consortium meetings have identified a renewed interest in developing new articulation agreements. Articulation agreements will be explored in accounting and manufacturing in FY19.

A new initiative identified through the work of the Career Prep Consortium will roll-out in FY19. PTCC will introduce "Career Academies" in the CTE areas of Business, Automotive, Emergency Medical Services and Healthcare. The overall goal of these career academies is to increase opportunities for students to participate in career and technical education (CTE) opportunities that provide access to: college credit, pathways to industry recognized credentials, and exposure to in-demand career opportunities. Additional career academies underdevelopment in FY19 include a STEM academy, Information Technology academy and possibly an Early Childhood Education Academy.

The Career Prep Consortium also identified the need to increase CTE access for all and, thus, updated concurrent enrollment eligibility requirements for CTE courses. This will be reviewed and updated to monitor student success during FY19.

3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]

Secondary and postsecondary instructors have the opportunity for involvement in POS development through joint advisory council participation and consortium meetings. This has been a goal of our consortium since the development of joint advisory councils in FY14. A review of this strategy in FY18 has revealed a need for continued work to insure fidelity in this area. The consortium is working on a new RPOS in Manufacturing. Plans are underway to focus on component #2 "Partnerships: Ongoing relationships among education, businesses and other community stakeholders are central to POS design, implementation, and maintenance." in the Fall Advisory Meeting for Manufacturing.

4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]

All secondary vocational programs are going through the 5 year cycle of state program approval. This process requires all courses to identify the state or national standards that are addressed in each course, the scope and sequence of the content delivery and the assessment utilized to measure student achievement. State level staff have provided inservice opportunities for instructors in understanding and addressing national and state standards and the FACS frameworks. These supportive professional development opportunities will continue in FY19.

At the post-secondary level, the implementation of TSAs is also expanding, with the intent to continue to meet MN State's TSA Project Plan. This requires identifying TSAs for additional CTE programs, and implementing a system to warehouse TSA data. PTCC recently hired a testing coordinator supported through the general fund (previously supported through grant funding). This dedicated position will enable PTCC to make progress regarding TSA implementation and data warehousing.

5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]

Professional development is part of the FY19 plan for secondary teachers. The secondary coordinator disseminates information regarding staff development opportunities to vocationally licensed secondary staff and reviews requests from staff for professional development. Funding for registration and substitutes are included in the FY19 plan. Participation in career technical staff development for academic staff is encouraged and supported. In FY19, FACS staff will have the training opportunity to gain ServSafe certification. This certification will enable FACS teachers to train and certify students in their culinary courses. Membership fees and professional development opportunities in MACTA will also be supported with Perkins revenue in FY19.

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)]

The increase of technical skill assessments at the secondary level provides valid and reliable data for instructors and students. In FY17, a new testing vendor was obtained (Precision). This vendor has provided assessments that are more closely aligned with the secondary rigor and curriculum and can be administered in 1 class period. This is in addition to individual instructor's assessments designed to measure core technical skills that could lead to certification, (ie Certified Nursing Assistant skill and content assessments). Perkins funds in FY19 will support training for FACS staff to gain ServSafe trainer certification. This certification will enable FACS teachers to train and certify students in their culinary courses.

At the post-secondary level, a renewed emphasis on assessment at all levels is being driven by senior leadership. This includes a comprehensive plan to identify key assessments for both technical and general education outcomes, an annual assessment reporting process to improve the teaching and learning process, and a warehousing mechanism that allows for efficient and effective collection and analysis of assessment data. Currently some CTE programs use external assessments to validate students learning (i.e. ASE, NOCTI, NCLEX).

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)]

Adult Basic Education is implemented within the consortium at multiple sites. Life experience credit that can be utilized as credit towards the adult diploma based on work and volunteer experience is an option for adult learners. The Adult Basic Education Coordinator will be at the table at the Career Prep Consortium. Information regarding Adult Career Pathways and adult learning opportunities, retraining options and employability will be an integral part of these monthly meetings.

Non-credit opportunities continue to grow through the Corporate Training unit of the post-secondary institution. In addition, PTCC was recently awarded a Pathways to Prosperity grant through DEED that will allow the college to continue the Women in Welding program offered in FY18 through FY19. This grant will also fund short term CNA programs.

8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

The FY19 plan includes numerous options for career exploration and experiences. These opportunities include field trips, the Summer Academy, Gold Collar Career Days, speakers, postsecondary site visits and postsecondary / career fairs. PTCC plans to revitalize the career center through additional funding. Internships and practicums continue to be a part of the curriculum of CTE programs.

9 (NEW) Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].

The goals of the CPIP project implemented in FY18 and continued in FY19 is a cornerstone in the career guidance and academic counseling piece for secondary students. Students will be able to explore numerous CTE career paths including postsecondary options that culminate in a certificate, diploma or degree. The MN POS site will become a useful tool for students, counselors and families for course planning. One of the goals of this initiative is that the POS concept will become a vital component of secondary students' required personal learning plans.

PTCC will have a more intentional role with secondary students enrolled in concurrent options and CTE pathways through "Career Academies". Students will know more about pathways to post-secondary programs and industry recognized certifications and credentials.

In FY18 a new advising framework was piloted and additional general fund resources were applied to the advising process in the form of a new advisor (we increased our Disability coordinator from .75FTE to 1.0FTE with an increased focus on student success and retention). This advising framework will continue in FY19 as we move on to "phase two" and develop the roles and responsibilities of "Student Success Coaches" for PTCC students. These coaches will work in coordination with faculty program advisors with a goal of improving students' connection to campus with an intended goal of increasing retention and completion rates.

PTCC transitioned our Academic Skills Director from a .75 to a 1.0 assignment in FY18 and will continue to support this function through the general fund, with an additional focus on providing career service opportunities to students and emergency supports for students facing unforeseen financial emergencies.

In FY19 we also anticipate hiring a new advisor who will also have a focus on our underserved population and student facing barriers to academic and personal success. This position will coordinate student support initiatives for underserved populations. We are requesting that 50% be supported through Perkins funds and 50% will be supported through the general fund.

10 (NEW) Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

Utilizing the core concept of the POS design, students will recognize the connection between rigorous and / or challenging courses and their future career goals including the completion of a certificate, diploma or degree. The POS framework presents courses in a sequential order to develop real world skills that will transfer to the workplace. The comprehensive design assists the learner in seeing the connection between challenging required academic courses and rigorous CTE courses.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R11
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	
Increased transition rate into a bachelor level degree in an area of applied science or bachelor of science. Increase in 3P1 indicator.	
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 1 Objectives 2	
Required/Permissive Uses of Funds*	P1
Strategies	
The consortium will build on the newly reviewed and developed POS's at the secondary and post-secondary level. Students, counselors and families will utilize this strategy to identify quality CTE programming and increase the use of the MN POS web site for the purpose of course planning grades 9-14. The development of the new RPOS in Manufacturing will be continue in FY19.	
Outcomes	
Students, families and counselors will utilize the MN POS design for course planning, CTE access and work readiness preparation.	
Measures	
Students will identify the MN POS course planning information and include it in their Personal Learning Plan. Development of a new RPOS in Manufacturing by Jan., 2019.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$500.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,500.00
Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R1
Strategies	

Assessment of Career and Technical Programs through increased Technical Skill Assessment testing.

Outcomes

Instructors and students will be able to assess student learning based on national standards. Curriculum can be adapted to better meet CTE national standards.

Measures

Secondary students improved the TSA performance score from 21.43% in FY16 to 33.33% in FY17. The goal is to continue to track an upward trend for this indicator. At the post-secondary level, the goal is to increase 1P1 to meet or exceed the negotiated target.

Post-Secondary Required Activities	\$2,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$1,200.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,200.00
Total	\$3,200.00

Goal 1 Objectives 4

Required/Permissive Uses of Funds* R11

Strategies

Professional development designed to create new articulation agreements between secondary and postsecondary partners.

Outcomes

Students will be able to obtain postsecondary credit through completion of articulated high school courses.

Measures

2 new articulation agreements in FY19.

Post-Secondary Required Activities	\$500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$500.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,500.00

Goal 1 Objectives 5

Required/Permissive Uses of Funds* R4

Strategies

Professional development designed to integrate content aligned with challenging academic standards and relevant career and technical education.

Outcomes

Students are able to improve their academic attainment in Reading/Language Arts and Mathematics.

Measures

Secondary performance indicators have fluctuated during the last 3 years in Language Arts and Mathematics. This trend will be monitored during FY19.

Language Arts	Math
FY15 / 48.4%	FY15 / 27.9%
FY16 / 57.1%	FY16 / 40%
FY17 / 40.4%	FY17 / 23.76%

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	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$500.00
Total	\$500.00

Goal 1 Objectives 6

Required/Permissive Uses of Funds*	R3, R5
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Strategies

Professional development for instructors in aligning their courses to national/state standards. Professional development designed to keep current with national trends, business and industry demands and best practices including membership and involvement with MACTA.

Outcomes

Increase rigor, build skills and build collaboration between secondary and postsecondary instructors and programs Recruit and retain students in nontraditional career fields. Training for FACS instructors in the Safe Serv certification course.

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 39.73 (FY17) and achieved the negotiated target 6S2 Concentration improved from 6.51 (FY14) to 42.19 (FY17) and achieved the negotiated target

Track the number of students in Culinary courses that obtain the SafeServ certification participation in the FACS program offered onsite.

Increase rates of Post-secondary staff participating in CTE PD opportunities. Continue hosting concurrent PD Day at PTCC for concurrent enrollment instructors.

Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$3,500.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R5 , R6 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
Continue the implementation and targeted initiatives of the pilot 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. Focus in FY19 of including business / industry representatives and strengthening the partnerships with ABE and Alternative Learning sites.	
Outcomes	
The Career Prep Consortium will continue to build a comprehensive platform for CTE implementation and improvement in EC MN. Focus on increasing business/industry representation will serve to expand the understanding of market demands, training and employability challenges, trends and gaps.	
PTCC will implement "Career Academies" in FY19 in the areas of automotive, business, emergency medical services and healthcare.	
Measures	
Increased number of participants and completers in career and technical programs.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$750.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$750.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$750.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R5
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. PTCC will also facilitate on-campus visits for high school students to learn about all CTE and high growth/high demand programs.	
Outcomes	
Secondary students and teachers have a greater understanding of STEM requirements for careers in technology, specifically manufacturing technology, as well as CTE and high growth high demand programs available at PTCC.	
Measures	
Post-event surveys indicating increased knowledge of CTE opportunities.	
Post-Secondary Required Activities	\$1,250.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,250.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,250.00
Goal 2 Objectives 3	
Required/Permissive Uses of	R2

Funds*	
Strategies	
Upgrade equipment, vocational program supplies and curriculum to meet industry standards. Upgraded equipment that modernizes vocational programs can engage students in completing credit requirements in elective courses. Upgraded equipment and appropriate supplies and curriculum will be utilized in 2 new vocationally approved courses in manufacturing and other vocationally approved programs.	
Equipment and technology upgrades at PTCC in CTE approved programs, including nursing, manufacturing, welding, automated systems technology, and others.	
Outcomes	
Equipment will be upgraded to prepare students for the high skill / high demand labor market including the purchase of new welding equipment for 2 new programs in manufacturing at the secondary level and for CTE approve programs at the post-secondary level. Related vocational program supplies and curriculum will be utilized in 2 new vocationally approved courses in manufacturing and other vocationally approved programs.	
Measures	
Continue to exceed 4S1 graduation target rates set at 91.37 (FY17 97.06%). Continue to exceed 4P1, 5P1 and increase 5P2 and 3P1 rates.	
Post-Secondary Required Activities	\$10,567.62
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$12,194.22
Post-Secondary Total	\$22,761.84
Secondary Required Activities	\$23,129.09
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$8,830.30
Secondary Total	\$31,959.39
Total	\$54,721.23

Goal 2 Objectives 4

Required/Permissive Uses of Funds*	R4
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 and develop a greater understanding of industry needs, trends and employability gaps.	
Measures	
Increased secondary faculty participation numbers in PTCC advisory committees. Growth in industry and community involvement in local advisory council meetings. Completion of new RPOS in manufacturing in FY19.	
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 2 Objectives 5

Required/Permissive Uses of Funds*	R5 , P4
Strategies	
Students will have experiences in all aspects of industry as part of their high school accredited course experience, as well as their post-secondary education.	

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.	
Support for CTE student organizations (Automotive and Cyber Security).	
Measures	
Continue to exceed 4S1 graduation target rates set at 91.37 (current performance indicator FY17 is at 97.06%)	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$1,800.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,800.00
Total	\$2,800.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

*

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8) (B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]

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 by instructors 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 make definitive scheduling choices for their high school experience. The June 2018 Summer Academy's focus is on Manufacturing. This summer experience will be designed to encourage and introduce potential nontraditional students to this challenging and high demand career field. Participation surveys and attendance will form the data for planning and implementing the Summer Academy in FY19.

The post-secondary institution has intentionally hired nontraditional by gender instructors in Machine Tool, and through a MN DEED grant, will be able to continue offering a welding certificate program targeting women students. The website usability study that was planned for FY18 to review for gender-specific language will be rolled to the FY19 plan. In addition, the marketing campaign that was planned in FY18 will move forward in FY19 and will include the use of videos depicting nontraditional genders in NTO fields.

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)]

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. 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)]

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. Two vocational learning modules (Carpentry and Health Care) were funded with Perkins funds for access for special populations at a multi district learning center within the Consortium. 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.

Once offered through grant funds, PTCC explore new initiatives that will continue to offer support for parenting students in FY19 through the general fund. A Wellness Room is provided to students who are nursing. A new Emergency Assistance for Post-Secondary Students grants was received through the Office of Higher Education for the 2018-2019 academic year and will provide up to \$1,000 in emergency assistance to low-income students. The new advising model developed and implemented in FY18 using the Appreciative Advising Framework will move into Phase 2 in FY19. Phase 2 will seek ways to expand the initiatives developed in Phase 1 to all PTCC students with the aim to aid students in navigating higher education.

The addition of the Student Success Advisor in FY18 and a new advisor in FY19 will have positive impacts on increasing the rates of access and success for special populations in CTE programs. These two positions will have a primary focus on serving our underserved and underrepresented students.

College staff regularly commit to events and conference related to special populations, which builds connection to local, regional, state and national initiatives. Examples include the CTE Works! Summit, Student Affairs Equity and Inclusion conference, and the Minnesota Associate of Financial Aid Administrators Conference. PTCC expand opportunities for staff to attend professional development opportunities in FY19.

4. (NEW) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].

Two new Diversified Occupation programs will be approved in FY19. Both of these programs are housed in alternative learning sites and designed for at-risk learners. One new Work Experience program will be approved in FY19 that will provide work based experiences and a seminar for special population students. The low teacher:student ratio in all of these programs will support student learning, objectives and outcomes. Two project based alternative learning sites (Pine City and Hinckley-Finlayson) are designed to incorporate hands on learning (including building a canoe, agriculture projects, robotics and other service learning opportunities) for special populations that will meet local adjusted levels.

At the post-secondary level, the advising model implemented in FY18 will continue to Phase 2 in FY19 using the Appreciative Advising model. The Student Success Coordinator will become a certified trainer and train "Student Success Coaches" on the model. These coaches will be assigned to specific programs and will serve as a "connector" to PTCC students. The intended outcome is to increase engagement and connection to resources on and off campus to meet the needs to students and increase retention and completion.

5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]

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.

6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]

The newly created (FY18) Career Prep Consortium will continue with monthly meetings in FY19. This collaborative venture will provide a platform for discussion and program development between industry needs (including high wage / high demand occupations) training options and course delivery. A renewed focus in Advisory Committees will also contribute to providing access to high-skill, high-wage or high-demand occupations through more cohesive course alignment and the development of pathways leading to a certificate, diploma or degree. Other strategies include industry site visits, business representative speakers, Gold Collar Career Days activities and field trips to training sites.

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, parenting education and on site child care for parenting secondary students. 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.

7. (NEW) Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3) (D)].

All vocational programs will be going through the 5 year Program Approval process in FY19. This process identifies the alignment of all courses with state/national standards or frameworks. The review of vocational instructor licensure, curriculum, scope, sequence and standards alignment assists in ensuring that students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

PTCC clearly states the curricular learning outcomes that are expected from students through our five Student Learner Outcomes (SLOs), program outcomes, and course objectives. The SLOs appear on the PTCC website and in the Student Handbook. The SLOs are intended to articulate broad-based foundational skills that we believe all degree-seeking students should develop. Program outcomes are clearly articulated for each degree program. These program outcomes are driven by industry advisory committees, and guide the curriculum of the program. Finally course outcomes articulate the learning objectives for each course. Course outcomes are listed in the common course outline developed for each credit course. All of these outcomes are clearly stated and maintained in the PTCC shared Curriculum drive. The Academic Affairs and Standards Council reviews and approves changes to all of these outcomes.

PTCC is committed to the assessment of student learning at the classroom level and program level. Our current processes focus on classroom assessment. PTCC faculty are responsible for the assessment of student learning in the classroom using a variety of assessment strategies such as quizzes and tests, projects, and demonstrations. These assessments are tied to the course objectives.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	P6
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 continued 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	
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 Objectives 2	
Required/Permissive Uses of Funds*	R5
Strategies	
Students at risk will be recruited to participate in the Summer Academy contextualized CTE program. Students will have the opportunity to increase their academic / technical and explore nontraditional career fields.	
Outcomes	
Student engagement through contextualized learning in technical education. Student relationship engagement through small group interaction with career technical educators in the summer program.	
Measures	
Increase numbers of students interested in nontraditional career fields and CTE courses at the secondary level.	
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	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R8 , P6
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

Continue to meet 5P1 target and increase 5P2 target.

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

Goal 3 Objectives 4

Required/Permissive Uses of Funds*	R8 , R9
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Strategies

Facilitate outreach and determine appropriate interventions for students facing barriers (academic and personal) to academic success. Help students identify resources and tools to increase retention and completion rate. This strategy has partially funded through Perkins funds for a number of years. In FY19, PTCC will transition these funds and support through the general fund.

Outcomes

Campus-wide Behavioral Intervention Team created and process outlined for faculty and staff to refer students. PTCC faculty and staff are informed of the purpose of the team and training is provided to assist faculty and staff in aiding students facing a crisis. Students are informed of personal care through new wellness initiatives planned for FY19.

Measures

Increase in 3P1, 5P1 and 5P2 rates.

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 Objectives 5

Required/Permissive Uses of Funds*	R8
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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 strategies, on site child care option 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: 92%

Actual FY17: 97.06%

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 Objectives 6

Required/Permissive Uses of Funds*	P6
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Strategies

Implement "Welcome Week" a new event for Fall and Spring semesters to continue students' orientation to college to increase engagement at the beginning of their post-secondary career.

Outcomes

Students more engaged during the first week of their semester by becoming more familiar with campus resources, events and student groups.

Measures

Retention rate (fall to spring) for students who attend new student open house when compared with those who do not

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 Objectives 7

Required/Permissive Uses of Funds*	R8 , R9
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Strategies

Overcome barriers to success by responding proactively to accommodation support services requests from special populations. Implement strategies, driven by data, for students facing barriers to academic success. Traditionally this strategy has supported the PTCC Disability Coordinator position, funded 100% through Perkins. This position has expanded in scope to include Accessibility Services, Academic Advising, Chief Diversity Officer Function, and the coordination of success and retention efforts. The college recognizes the importance to transition this position away from 100% of Perkins funds, and will support this expanded capacity in FY19 via general funds at 50% and will only request that Perkins funds are used to cover 50% of the position.

Additionally, The college will hire an additional advisor in FY19 to coordinate student support initiatives for underserved populations. This position will be funded through the general fund and Perkins funds (50% each).

Outcomes

Retention and completion rates for special populations increase as a result of a cross-functional approach to student success, including student engagement initiatives and events that have an academic and a wellness focus. Example of activities include; utilization of the coordinating academic accommodations, early alert system, tutoring, mentoring, referral services, workshops, equity and inclusion events, etc.

New advisor.

Measures

An increase in 3P1, 5P1 and 5P2 rates.

Post-Secondary Required Activities	\$88,105.00
Post-Secondary Permissible	

Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$88,105.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$88,105.00

Goal 4 Narrative

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

*

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)]

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]

Secondary students have schedule flexibility at the Pine Area Learning Center, this learning site is available for all students in the consortium who meet the at-risk student guidelines for enrollment. 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. Adult learners have flexible scheduling opportunities for ABE and GED preparation at numerous sites throughout the consortium including the Pine Co Jail and the Meadow Creek Treatment Center.

PTCC has added several online course offerings for summer 2018, and several programs will continue to move courses to a hybrid/online platform. The scheduling process was assessed and revitalized in FY18 to ensure students were able to create a conflict free schedule. Required program courses and electives were intentionally scheduled in formats that allow students to take courses when they are already on campus, eliminating the need for excessive "extra" trips to campus or long periods of time between classes. Some CTE programs have implemented a new delivery model called "high flex" which affords students the option of attending class in person, online synchronously, or completely asynchronously.

2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]

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. Perkins funds have been utilized to support the ITV postsecondary delivery of vocational courses for secondary sites.

3. Describe student services that enhance student transition [State Plan]

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 progression of courses from 9th grade through graduation and support school and work readiness outcomes. A new focus in developing quality Personal Learning Plans will be a focus for the secondary counselors in FY19. Newly developed Programs of Study will be utilized as a component in the student's PLP. 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.

Student services to in place at PTCC to support incoming learners include a cross-functional team approach including the Admissions Team (admissions specialists, financial aid specialists) and the Student Success Team (student success coordinator, accessibility specialist, counselor, and librarian). New students are provided college and program orientation to acclimate to the college environment quickly, with additional plans to continue the student's orientation to college via a "Welcome Week" planned for FY19 .

4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]

Adult learners are served in numerous secondary alternative learning sites, the Pine Co Jail, the Meadow Creek Treatment Center for Women and at PTCC. Services include ABE, Adult Diploma, GED preparation classes and counseling services at PTCC including accessibility counseling services. A goal for FY19 is to insure that ABE/GED Prep staff and ALC/ALP staff are actively engaged in the monthly Career Prep Consortium Meetings. Career services are available and explored via multiple avenues at PTCC, including First Year Experience, Job Seeking, and a new Advanced Career Explorations 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 and via the PTCC online job board. Career Services will continue in an expanded format in FY19.

5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]

Numerous post secondary institutions have been identified and submitted as part of the review of the consortiums existing POS's and the creation of new POS's.

6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

Recruitment efforts have become very deliberate with the hiring and on-boarding of two recruitment specialists. Due to staffing changes, the recruitment and admissions team will be reevaluating and re-energizing their efforts in FY19. 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 accessibility 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, Automotive, Automated Systems Technology and Welding.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R10
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	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R2 , R5 , R6
Strategies	
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.	
Outcomes	
Seamless transition from secondary to post-secondary programming	
Decreased time to degree and financial expense for those students participating in concurrent programming	
Measures	
Increase on-campus HS events at PTCC.	
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 4 Objectives 3	
Required/Permissive Uses of Funds*	R8 , R9 , P1
Strategies	
Transition of adult learners into the workforce through Career Services initiatives which prepare students for entering the workforce.	
Outcomes	

Events that promote connections between PTCC students and local employers. Resume writing workshops, career prep resources and tools, increased promotion and utilization of PTCC job board.

Measures

Sustain 4P1 indicator rate.

Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,500.00

Goal 4 Objectives 4

Required/Permissive Uses of Funds*

R7

Strategies

Continue block and evening classes for reentering adult learners to obtain their GED or Adult diploma in numerous locations throughout the consortium including the Pine Co Jail and Meadowcreek Treatment Center.

Outcomes

Access for under-employed or unemployed to fully participate in the workforce.

Measures

10 adult students complete their GED or Adult diploma and become career ready

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 4 Objectives 5

Required/Permissive Uses of Funds*

R6

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 / counseling centers to serve secondary students on site within their school. Includes career investigation 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 92% (FY17 / 98.21%).

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	\$9,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$9,000.00
Total	\$9,000.00

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]

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]

The secondary fiscal and administration self assessment will be included as 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. The self-assessment focus in FY19 will concentrate on developing a deeper understanding of consortium level data and performance indicators. Technical assistance will be requested to create a better understanding of the data indicators and how data can provide a stronger platform for decision making in initiatives and funding decisions consortium-wide.

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)]

Consortium performance indicators will be initially reviewed and strategies identified during the Fall Counselor meeting at PTCC. This review and plan will be communicated to all Perkins Consortium members. Updates regarding the performance indicators will be further reviewed in the Spring Counselor meeting at PTCC. The new performance targets will be communicated with all Perkins Consortium members. Accountability indicators will continue to be reviewed, discussed and utilized to guide program and revenue decisions. Other assessment data including TSA scores and will continue to provide feedback for instructors for curriculum adaptation and setting student learner goals.

3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]

Since FY14, PTCC has set a goal to strengthen the collaborative consortium structure. In FY18, PTCC staff including the Postsecondary Perkins Coordinator and the Perkins Secondary Coordinators collaborated over a new design for the consortium and launched the Career Prep Consortium. This consortium meets monthly throughout the year and will include Perkins stakeholders including Principals, Superintendents, Adult Learning Coordinators, Alternative Learning Coordinators and Business and Industry Representatives. These meetings have a broad career and technical school / work readiness scope that will be inclusive of Perkins initiatives. Initial feedback from the pilot year of this new consortium structure has been very positive. Responsibility for accountability for success will be collaboratively shared through program planning, decision making and developing common short and long term goals.

4. Describe collaborative budget development [State Plan]

The budget will be reviewed in the Fall and the Spring of FY19 within the Pine Tech Consortium meetings. Secondary districts will review their current use of Perkins revenue in the Fall. Requests for reallocated funds will be reviewed and submitted in January. Budget requests will be reviewed in the Spring for FY20.

PTCC will host internal budget reviews with all relevant faculty/staff to review use of funds on a regular basis. Requests for reallocated funds will be reviewed and submitted in January. Budget requests will be reviewed in the Spring for FY20.

5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (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. Describe promotion of consortium CTE vision [State Plan]

The development of the Career Prep Consortium in FY18 has created a platform for communicating the consortium vision beyond the core membership of the 6 secondary schools and the postsecondary partner. The monthly meetings have served to promote the vision of CTE and provide opportunities for innovation and collaboration. A goal for FY19 is to increase the number of business and industry representatives in the consortium.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	P15
Strategies	
Continue to 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	
Review of documented program evaluation plan/methodology that took place in FY18	
# of programs going through the evaluation process in FY19	
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 5 Objectives 2	
Required/Permissive Uses of Funds*	R10
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	
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.	
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	\$6,200.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$3,153.00
Secondary Reserve	\$0.00
Secondary Total	\$9,353.00
Total	\$9,353.00

Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R10
Strategies	
PTCC will host monthly consortium meetings throughout FY19. This new Career Prep Consortium will be comprised of Perkins coordinators, partners, business / industry representatives. adult learning coordinators, alternative learning coordinators, parents and community members.	
Outcomes	
Continue in FY19 to build a strong platform of collaboration to address employability and training gaps, assess business partner's needs and	

trends and develop strategies in the creating world's best workforce.

Measures	
Track participation numbers, feedback (written and oral) and implemented initiatives	
Post-Secondary Required Activities	\$500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$500.00
Secondary Required Activities	\$250.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$250.00
Total	\$750.00

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

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	\$4,000.00	\$500.00	\$0.00	\$0.00	\$4,500.00	\$7,700.00	\$0.00	\$0.00	\$0.00	\$7,700.00	\$12,200.00

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	\$11,817.62	\$1,750.00	\$0.00	\$12,194.22	\$25,761.84	\$24,929.09	\$0.00	\$0.00	\$8,830.30	\$33,759.39	\$59,521.23

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	\$92,105.00	\$0.00	\$0.00	\$0.00	\$92,105.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$95,105.00

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	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00	\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$12,500.00

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	\$6,450.00	\$0.00	\$3,153.00	\$0.00	\$9,603.00	\$10,103.00

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Total	Activities	Activities	Cost			
Goal Total	\$111,922.62	\$2,250.00	\$0.00	\$12,194.22	\$126,366.84	\$51,079.09	\$0.00	\$3,153.00	\$8,830.30	\$63,062.39	\$189,429.23

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Loaded by Michelle K.	Pine Technical FY18-19 Allocation.xlsx	53 KB
Pine Tech Secondary Budget FY19	PineTechnicalFY18-19Allocation(1)(1)(2).xlsx	24 KB

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	\$100.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$1,000.00
Totals	\$1,100.00

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:* 100.0%

Coordinator Budget:* \$4,100.00

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	Upload Position Description
Becky Maki	Perkins Secondary Coordinator	261821	\$4,100.00	Perkins Secondary Coordinator Job Description (1).pdf
Paul Jackson	Perkins Project Coordinator	280349	\$2,100.00	Perkins Project Coordinator.pdf
Jenifer Rancour	Student Success Coordinator		\$44,052.50	Student Success Coordinator_updated.docx
Vacant	Student Support Coordinator		\$44,052.50	Student Support Coordinator- DRAFT for Perkins.docx
			\$94,305.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information				
1S1 ? Academic Attainment in Reading/ Language Arts	<table border="1"> <tr> <td>Language Arts</td> </tr> <tr> <td>FY15 / 48.4%</td> </tr> <tr> <td>FY16 / 57.1%</td> </tr> <tr> <td>FY17 / 40.4%</td> </tr> </table> <p>Every district is progressing through the 5 year program</p>	Language Arts	FY15 / 48.4%	FY16 / 57.1%	FY17 / 40.4%	Professional Development funds Staff time to review curriculum and potential gaps in scope and sequence Staff time to align courses with national/state standards	FY19	Becky Maki	Test comparison with FY18 data	2 districts demonstrated extremely low scores in Language Arts / Reading	Relatively low numbers tested could have distorted the percentage data	A review of performance indicators is an agenda item in the mid year meeting with the St Croix River Education District administration.
Language Arts												
FY15 / 48.4%												
FY16 / 57.1%												
FY17 / 40.4%												

	<p>approval cycle. This process includes aligning all courses with national/state standards. Gaps in curriculum scope and sequence will be identified and remedied.</p> <p>Analysis as to why this indicator has experienced a 17% drop will be discussed in meetings at the lowest performing schools in May, 2018. Questions regarding any changes in curriculum or instructional practices will be reviewed.</p> <p>Professional development funds have been requested to address this fluctuation in the Language Arts/Reading performance indicator. Requests will be reviewed and approved in the fall for professional development designed to improve this Language Arts/Reading performance indicator.</p>						Further analysis with building principals needs to occur to determine if there has been any other significant changes in the delivery or curriculum to cause a 17% drop in this performance indicator. Meetings with the 2 lowest performing districts will occur in May. These meetings will include building principals, superintendents and vocational staff.				
1S2 ? Academic Attainment in Math	<table border="1"> <tr><td>Math</td></tr> <tr><td>FY15 / 27.9%</td></tr> <tr><td>FY16 / 40%</td></tr> <tr><td>FY17 / 23.76%</td></tr> </table> <p>Each district is progressing through the 5 year program approval cycle. This process includes aligning all courses with national/state standards. Gaps in curriculum scope and sequence will be identified and remedied.</p> <p>One district scored significantly lower than the other 5 districts in FY17. Further analysis will be conducted to see if there has been a change in the Math curriculum or instructional practices. (Meeting will be held 6/7/18 for this analysis)</p> <p>Professional development funds have been requested to address this fluctuation in the Mathematics performance indicator. Requests will be reviewed and approved in the fall for professional development designed to improve this Language Arts/Reading performance indicator.</p>	Math	FY15 / 27.9%	FY16 / 40%	FY17 / 23.76%	<p>*Professional Development funds *Staff time to review curriculum and potential gaps in scope and sequence *Staff time to align courses with national/state standards</p>	FY19	Becky Maki	Testing comparison with FY18 data	One district scored distinctly lower in the Mathematics performance indicator.	A review of performance indicators is an agenda item in the mid year meeting with the St Croix River Education District administration. Further analysis with building principals needs to occur to determine if there has been any other significant changes in the delivery or curriculum to cause a 17% drop in this performance indicator. The meeting on 6/7/18 for this purpose will include building administration and vocational instructors.
Math											
FY15 / 27.9%											
FY16 / 40%											
FY17 / 23.76%											
3P1 ? Student retention or transfer	<p>Increase faculty and staff awareness of Perkins indicators by continuing the conversation at college in-service events. Discuss interventions to positively impact student retention and transfer.</p> <p>Continue the advising model piloted in FY18 for new and continuing students using the Appreciative Advising framework. Develop "Student Success Coaches" and assign to each program on campus. These coaches will serve as "connectors" for students - connecting them to internal and external resources required for their academic and personal success.</p> <p>Student Success Advisor hired in FY18 will champion new retention interventions</p>	Time to develop Phase Two of the advising framework and roles/expectations of student success coaches. Additional General Fund support for new advisor. Data - time to dive into data to have a better understanding of specific demographics or programs that are falling short of this performance level.	Advising - Summer 2018 to develop, Fall 2018 rollout Advisor - Fall 2018 Data - Summer 2018 a data workgroup will be coordinated to look at overall college data through an equity and inclusion lens	Jen Rancour, Student Success Coordinator, CDO Kierstan Peck, Director of Student Success	Advising - measure retention rates and utilization of campus resources Advisor - hire date	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 have been shown to be an area of weakness.					

	and use data to determine the success of the interventions. Hire another advisor in FY19 to provide additional support to students.							
5P2 ? Nontraditional completion	The initiatives identified as actions steps to improve the 3P1 indicator will also positively impact nontraditional completion.	Time.	Summer 2018 - data workgroup will review data through an equity and inclusion lens.	Jen Rancour, Student Success Coordinator Kierstan Peck, Director of Student Success				

Related Improvement Plan documents

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:*	1S1 ? Academic Attainment in Reading/ Language Arts				
Negotiated Performance: *	60.14%				
Actual Performance: *	40.49%				
General strategies planned to improve performance:					
The consortium has seen a fluctuation in the 1S1 performance indicator over the last several years. This has been the first year the target performance level was not met in recent years.					
<table border="1"> <tr> <td>Language Arts</td> </tr> <tr> <td>FY15 / 48.4%</td> </tr> <tr> <td>FY16 / 57.1%</td> </tr> <tr> <td>FY17 / 40.4%</td> </tr> </table>		Language Arts	FY15 / 48.4%	FY16 / 57.1%	FY17 / 40.4%
Language Arts					
FY15 / 48.4%					
FY16 / 57.1%					
FY17 / 40.4%					
Several strategies will be implemented to better understand the recent drop in this indicator. Funds for professional development have been requested. Alignment of courses with academic standards is another strategy to increase the rigor and student performance standards in vocational courses.					
Comments or context for actual performance (optional):					
One concern is that two districts that demonstrated low performances in this area also had low numbers of participation that could have distorted the percentage.					
Improvement Report 2					
Indicator Not Met:*	1S2 ? Academic Attainment in Math				
Negotiated Performance: *	44%				
Actual Performance: *	23.76%				
General strategies planned to improve performance:					
The consortium has recorded a fluctuation in the 1S2 performance indicator over the last several years. This has been the first year the target performance level was not met in recent years and the low score in FY17 is a real concern.					
<table border="1"> <tr> <td>Math</td> </tr> <tr> <td>FY15 / 27.9%</td> </tr> <tr> <td>FY16 / 40%</td> </tr> <tr> <td>FY17 / 23.76%</td> </tr> </table>		Math	FY15 / 27.9%	FY16 / 40%	FY17 / 23.76%
Math					
FY15 / 27.9%					
FY16 / 40%					
FY17 / 23.76%					
Several strategies will be implemented to better understand the recent drop in this indicator. Funds for professional development have been requested. Alignment of courses with academic standards is another strategy to increase the rigor and student performance standards in vocational courses					

Comments or context for actual performance (optional):

Two districts demonstrated very low Mathematics performance standards. A further analysis into potential changes in curriculum or other instructional practices will be researched.

Improvement Report 3

Indicator Not Met:*	3P1 ? Student retention or transfer
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Negotiated Performance: *	30.30
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Actual Performance: *	22.70
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General strategies planned to improve 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 a positive impact.

The first step in improvement is to increase awareness of the metrics we are watching, and the role our faculty and staff play in improving them. The Chief Academic Officer communicated the key focus areas of recruitment, retention, and completion at Fall 2017 in-service, providing the trend data to our staff. This was repeated at Spring 2018 in-service. One (of many) improvements implemented as a result of this analysis include hiring a Student Success Coordinator. Our intention is to continue to refine our use of data to provide targeted interventions where appropriate. The new Student Success Coordinator, hired in February 2018, will be the Champion of this work.

Comments or context for actual performance (optional):

A factor that may have contributed to the gap between our targeted goal and our actual goal may be the continued increase in our 2P1 indicator.

Improvement Report 4

Indicator Not Met:*	5P2 ? Nontraditional completion
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Negotiated Performance: *	11
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Actual Performance: *	6.94
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General strategies planned to improve performance:

Strategies used to positively impact retention and completion overall will also benefit from non-traditional completion. These strategies include a continuing the new advising framework piloted in FY18, guided pathways (developed in FY18), increasing awareness of faculty in non-traditional occupations about the gap in achievement for those who are non-traditional in gender, and investing in a new advisor (a student success advisor was hired in FY18 and PTCC in exploring the possibility of hiring another advisor for FY19).

Comments or context for actual performance (optional):

Continuing to build the capacity of resources (ie - guided pathways, advising positions) should have a positive impact on completion for all.

Statement of Assurances & Certifications

Description	File Name	File Size
Post-Secondary Statement of Assurances	FY19 Post-Secondary Statement of Assurances - signed.pdf	134 KB
Secondary Statement of Assurances	Statement of Assurances Secondary.pdf	834 KB

Attachments

Description

File Name

File Size

