

Annual Performance Report FY21

Form status

Consortium name: Pine Technical Consortium

FY21 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Why is the APR important to your consortium?

- This serves as your consortium's report on the priorities identified in your Comprehensive Local Needs Assessment (CLNA) that translated into commitments to action items in your local FY21 consortium plan.
- It allows you to reflect on consortium priorities, changes made, action steps taken on identified needs, and implications for future consortium plans aimed at continuous improvement.

The APR is a federal reporting requirement that will:

Why is the APR important to the state?

- Identify opportunities for professional development, technical assistance, or direct support to consortia
- Examine accountability of results and shifts in consortium plans
- Provide context which informs Minnesota's Consolidated Annual Report (CAR) submitted annually to the Office of Career, Technical and Adult Education (OCTAE)

You will find the following questions when you log in to AmpliFund.

The APR is divided into two interrelated parts: Performance Indicators and Narrative responses.

PART I: Performance Indicators

Relates to CLNA Element #1 and Various Application Elements:

Purpose: local funding decisions must be based on the comprehensive local needs assessment (Perkins V, Section 135). The following questions are aimed at aligning needs as identified in the data, strategies being implemented, and resources being allocated toward those efforts.
Directions: After reviewing your consortium's performance data for all secondary and postsecondary indicators, please respond to the questions below. Since 2021/grant year #1 data is not fully available for secondary and postsecondary at this time, please review consortium data for reporting year 2020.

• To locate secondary indicators and definitions, go here:

<https://public.education.mn.gov/MDEAnalytics/DataSecure.jsp>

• For postsecondary indicator definitions, go here:

https://minnstate.edu/system/cte/consortium_resources/documents/Perkins-V-Report-Structure-and-Definitions.pdf

• To access postsecondary data reports in Power BI, go here (requires postsecondary credentials to view PowerBI reports):

<https://app.powerbi.com/groups/me/apps/ac6f9c92-0a60-4e58-814e-b5b17f941353>

• For your consortium's state determined performance levels, please see the "Grant Years 2021-2024" document in the appropriate consortium folder here:

<https://minnstate.edu/system/cte/perkins-consortia.html>

Secondary Performance Indicators (1s1, 2s1,2s2, 3s1, 4s1, 5s3):

As you review your secondary core indicator performance data from 2020, please respond to the following questions:

1. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance)

The Pine Tech Consortium Graduation rate for the secondary districts is strong and is trending to meet the grant year FY21 reporting year target. The graduation rate for CTE concentrators was 94.16%. Overall, this is a strong indicator for our consortium. However, Special Education Students Graduation rate is 77.27% and the nontraditional Graduation rate is 49.18%. Both of these areas need consideration and planning to ensure that all students are meeting the graduation requirements.

1a. On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

The Graduation Rate, Post Program Placement, Nontraditional Program Concentration and Program Quality (WBL) indicators all indicate that the secondary performance indicators are on track to meet the FY21 targets. Academic proficiency in Math and Reading were not tracked in FY20 but in FY19 indicators were on track to meet performance targets. However, Math competency is an area of concern and the consortium had plans to create CTE Math Data review teams in FY21. This plan was pushed forward to FY22 due to the absence of state testing in FY20 and the interruptions in learning scenarios within the secondary districts. Our performance gaps exist within the different population indicators, this will be detailed in question #2.

2. What significant population performance gaps are revealed in the performance data and for which specific indicators?

2.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

The Pine Tech Nontraditional Program Concentration actual performance for FY20 was 28.57%. Our performance target for FY21 is 7.48%. However, when we look at individual CTE programs, there is a participation and concentration gap of females in the manufacturing, construction, AG and transportation fields.

FY20 Females Males
Manufacturing 6% 94%
AG 21% 79%
Transportation 14% 86%
Construction 6% 94%

There is also a Native American student Performance gap of concentrators in CTE. Native American students comprise 4% of the general student

population. Native American Students comprise 1% of the CTE concentrators population. Native American Students comprise 11% of the Alternative School population within our consortium.

3. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

In FY21, the PTCC Consortium identified and addressed 2 performance gaps; Females in nontraditional career fields and Native American Student Participation and Concentration numbers.

Females in Nontraditional Career Fields - A CTE teacher was recruited from each secondary district to become part of a 2 year plan to increase female participation and concentration in nontrad fields. For year 1, each teacher was given the CTE Nontraditional Program Data for their districts for review. Next, the teachers watched "Retaining Females in Tech Ed" presented by Dawn Sorenson of Minnetonka Public Schools. After the viewing, teachers met and discussed the training and brainstormed strategies that they could implement in their districts. A shared document was created to identify and record strategies. Recruitment goals were set for Year 2 (FY22) and will involve implementing, reviewing data and sharing strategies. Teachers received a stipend from Perkins for their work on this initiative.

Native American CTE Student Participation/Concentration - The Secondary Perkins Coordinator received a Capacity Building Grant designed to better understand this gap, develop listening sessions and engage new partnerships to build stronger participation with our Native American CTE students. A new partnership was formed with 4 Mille Lacs Band Youth Coordinators and a CMJTS representative. This newly formed group (now called CTE for ALL!) met during the year to review data, address barriers and plan a joint initiative. Joint planning and funds went into a Career Investigation event - Big Ideas held at Hinckley Finlayson HS in May, 2021. This group will continue to meet and a joint Career Camp is being planned for June, 2022.

3.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

Postsecondary Performance Indicators (1p1, 2p1, 3p1):

4. On which indicator(s) do you consider your consortium's performance strong? (i.e., your performance level is in reach of your upcoming grant-year-1 local level of performance (target))

No performance indicators were higher than the goal for Grant Year 1.

4.1 On which indicator(s) is your consortium struggling? (i.e., your performance level is lagging behind your upcoming grant-year-1 local levels of performance)

All performance indicators were less than the Grant Year 1 projections. 1P1 for the 2020 reporting year was 70.31% (goal was 94.28%) and 2P1 was 54.26% (goal was 58.22%), and 3P1 was 4.63% (goal was 6.71%)

5. What significant population performance gaps are revealed in the performance data and for which specific indicators?

5.1 (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

and for which specific indicators? (review the performance rates of each gender, racial/ethnic group, special population, and career cluster, looking for sizable differences between those populations and the overall performance rate of your whole population on an indicator)

1P1: Low areas of performance were mainly in the Manufacturing career cluster, followed by Information Technology, Gunsmithing, and Business.

2P1: Low areas of performance were in the following career clusters: Automotive, Health Services, Medical Assistant, Accounting, RN, CNC, Childcare, Human Services, Computer and Information Systems, EMS, and Business.

3P1: Low areas of performance were in the following career clusters: manufacturing and transportation (these clusters represent a number of our core programs at the college).

6. Consider your data review, identified performance gaps (both overall and in specific population groups) and allocation decisions made in planning for 2021. What future actions will you consider based on your review of these components?

PTCC is in the process of reviewing a number of processes, listed below, to help increase the levels of performance. We feel that these will have a positive impact not only for Perkins reporting, but for our campus holistically.

-Auto awarding of all credentials students' earn. For example, many of our programs are considered "stackable" where students can earn a certificate, diploma, and associates. In some cases, students only declare the highest intended degree, and not the certificate or diploma levels. PTCC has begun, and will continue to award all levels of degrees earned.

-Non traditional enrollment. PTCC continues to identify opportunities to increase non-traditional program enrollment. Recently, the college organized it's Student Affairs department to create an Admissions, Marketing, and K-12 Team with the goal of focusing on recruitment for all programs. Previously, the Student Affairs team had a split focus on was responsible for recruitment and completion. This new structure will allow for a sharp focus on reaching out to prospective students and increasing enrollment overall, including non-traditional enrollment.

6.1 These could include gathering different information in your CLNA process or setting your local application/funding priorities, specifically as it relates to focusing programming and resources.

PART II: Narrative Responses

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

The consortium compared the high-skill, high-wage and in demand career options in our area with the CTE programs at the secondary level. Health Science, Manufacturing and Construction were areas that we needed to offer to students to meet local market demands. A new CTE program in Manufacturing and Construction was developed in Hinckley Finlayson Schools ISD #2165 in FY20 and a new Willow River ISD #577 Construction/Mfg program is currently in the program approval process.

A unique equipment request came from Rush City Schools for an embroidery machine to be utilized by the FCS and Business program for a joint venture. A new Design Home and Fashion Course was developed in the FCS program. This venture supports an in demand local business - Lee's Pro Shop. "What started as a hobby 29 years ago for Leroy and Millie Samuelson has turned into a thriving family business and what has been called Pine City's biggest little industry. It isn't little anymore. Today Lee's Pro Shop employs 37 local people. The new Lee's Pro Shop Specializes in Silk Screening, Chenille, Tackle Twill, Embroidery, Trophies, and retail sporting goods." This equipment purchase will equip students to be career ready upon graduation. Thanks to Michelle Kamenov for her guidance through this process.

Include high-skill, high-wage and in-demand occupation considerations as well (Relates to CLNA Element #2 and Application Narrative 1 & 2).

In FY21, PTCC's Automated Systems Technology program experienced low-enrollment on campus. Due to this, the instructor was provided an RCE to work with a recruiter and member of PTCC's Customized Training Department to reach out to local industry to discuss training opportunities for their employees. Through these efforts, the program saw a 250% increase for the fall 2021 semester, and identified several new opportunities to provide training for local and regional industry partners.

8. Describe the consortium's efforts to collaborate on (secondary/postsecondary),

Guidance counselors from all 7 districts were involved in a year-long initiative designed to review and update all PTCC programs of study. To begin the work, all the counselors and consortium leaders met with Rob Lowe and Shelli Sowles for professional development. The state leaders provided updates and clarification on POS' and emphasized the value of clearly articulated POS' for the CTE students and their families. Guidance counselors reviewed and

designing, implementing, and/or improving programs of study during the Perkins V transition year (Relates to CLNA Element #3 and Application Narrative #2).

updated existing programs of study and created new ones to align with new CTE programs at the district and postsecondary levels. As the team explored the consortium programs of study, the consensus was that programs of study were developed but not adequately communicated to students and families. A marketing strategy was designed to better communicate programs of study to students. This strategy will continue into FY22 for all districts. Counselors received a stipend from Perkins for their work on Programs of Study.

Each district is developing an impressive brochure featuring programs of study. The link below is the work in progress of Mora ISD #332 Career Pathways' brochure. <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:c3433599-91e4-4a4f-80d3-0db07ee65b2a>

During FY21, PTCC rebranding the ITV programs that have been offered to high schools for a number of years. The new Pine Academies were promoted and launched to high school partners beginning for the fall 2021 semester. New program pathways included the following: Automotive, IT, Early Childhood, and Business. Healthcare, American Sign Language and Liberal Arts options also continue to be offered. The marketing of these academies will continue through FY22 to help students and families have a better understanding of career pathways from secondary to post-secondary and career.

9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? (Relates to CLNA Element #4 and Application Narrative #8).

The consortium has utilized the tiered licensing process to obtain CTE instructors from the manufacturing and construction fields. Tim Barrett has provided assistance to an instructor pursuing the portfolio process. He also provided support for the new Manufacturing and Construction instructor and CTE programs for Hinckley Finlayson ISD #2165 in FY20.

A challenge that our consortium is in hiring diverse CTE instructors. Currently, there are females teaching AG, Manufacturing and Construction at the secondary level but the consortium has not hired BIPOC CTE instructors. This was an identified area of concern within the CTE for ALL partnership group with the Mille Lacs Band. Native American students are not identifying culturally with local CTE craftspeople or instructors.

10. Describe successes and challenges in your efforts to improve service to special populations during the past year (Relates to CLNA Element #5 and Application Narratives #5 & 9).

• Based on the data, what student group(s) did you identify as needing specific attention?

As described above, the consortium identified 2 groups that needed specific attention; Female enrollment in CTE nontraditional fields - specifically, Mfg, Construction, Transportation and Agriculture programs and Native American concentrators in CTE programs.

PTCC also identified first-generation and low-income students as needing specific attention.

A CTE teacher was recruited from each district to be a part of a 2 year plan to recruit and retain female students in nontraditional CTE programs. Teachers were paid a stipend for their work on this initiative. Teachers were first provided the data for all the CTE programs in their districts to review. Teachers were then given professional development "Retaining Females in Tech Ed" All the teachers then met and discussed strategies presented from the PD and their own experiences. Teachers met again to reflect and identify strategies for implementation and set recruiting goals. Follow up in FY22 will be reviewing the data, adjusting strategies and resetting goals.

A partnership was developed in FY21 with Mille Lacs Band Youth leaders and a representative from Central MN Jobs and Training (CMJTS). This partnership entitled CTE for ALL, identified barriers for Native American student CTE participation, compared district practices and outcomes and planned a joint initiative, "Big Ideas" at Hinckley Finlayson High School. This partnership was one of the outcomes of a Capacity Building Grant in FY21. The partnership will continue to meet in FY22. The goals for FY22 include listening to the Native American leaders to hear what CTE programs and initiatives are desired in the community, address barriers to participation and joint planning for a Career Camp in June, 2022. Examples of the identified barriers include challenges in obtaining student documentation for participation in CTE YouthBuild and similar ventures, higher number of Native American students enrolled in ALC's (access to CTE programs) and challenges with parent participation.

PTCC continued to focus on creating resources and services for several populations, including low-income students, including those eligible for SNAP, first-generation college students, and students of color. The following activities were completed during FY21:

• What resources supported awareness, recruitment and retention of all students, especially special populations?

1. Kick-Start Scholarship served students eligible for free and reduced price lunch during their senior year of high school from the following districts: Braham, Chisago Lakes, East Central, Hinckley-Finlayson, Isle, Mora, North Branch, Ogilvie, Pine City, Rush City Willow River. The kick-start scholarship provides one year of free tuition and up to \$1,000 to eligible students.

2. The Frandsen Family Scholarship served students from Braham, Rush City, Pine City, Luck (WI), and Frederic (WI) high schools. The Frandsen scholarship provides two years of free tuition and up to \$1,000 for materials and supplies for students seeking a career and technical program.

3. The new Pine County College Initiative Scholarship was launched and serves students from Pine City, East Central, Hinckley-Finlayson and Willow River high schools. The PCCI scholarship provides two years of free tuition and up to \$1,000 for materials and supplies for students seeking a career and technical program.

4. PTCC faculty and staff participated a new Cultural Competency training, professional development and Intercultural Development Inventory (IDI) assessment. Beginning with cabinet and managers, this training is continuing for all staff and faculty through a series of small co-hort groups. This work started in FY21 and will continue through FY22 and beyond.

5. PTCC began the creation and development of a new college website. Throughout this project, marketing staff are reviewing for gender-neutral language and updating photos as appropriate. This work will continue into FY22.

6. PTCC conducted an in-depth research project to determine the course success rates for the following student indicators: gender, race/ethnicity, first-generation, low-income, and age. The results of this study was shared with all staff and faculty during college conversation day and work continues into FY22, specifically to identify interventions to close achievement gaps.

11. Describe the actions you took over the past year to improve your decision-making process, specifically to prioritize programing and funding (Relates to Narrative #10). Governance aspects should include:

• how needs and concerns of learners, teachers and administrators are brought before consortia leadership

• how program and funding priorities are determined

• how status of consortium activities is communicated to teachers and administrators

During FY21, the Pine Tech Consortium reached out to a number of other consortia leaders to discuss best practices in governance and funding priorities. Through these meaningful conversations and reflections, the consortium developed a Pine Tech Local Consortium Perkins Leadership Guide. <https://www.gotomygrants.com/documents/documents/publicview/189080>

The Pine Tech Perkins Leadership Team consists of one representative from each secondary district and the Perkins Secondary and Postsecondary Coordinators. The leadership team consists of CTE teachers, Principals and Perkins Leaders. After the Perkins Leadership Meetings, information is shared with Principals, Business Managers and other CTE teachers. This team meets at least twice per year for the following purposes:

*Perkins data and grant review

*Prioritization and approval of expenditures

In the Spring CTE teachers, counselors and district representatives are sent templates to submit Perkins Expenditure requests. These requests are reviewed by the Perkins District representative and then compiled into one document for review for the Perkins Leadership Team. The Perkins Leadership Team meets to review, prioritize and approve Perkins expenditures for the upcoming fiscal year.

Priority Guidelines for Approving Perkins Expenditures:

*Development of new district CTE Programs and Programs of Study

*Priority is given towards the purchase of larger pieces of equipment that would not be able to be purchased at the district level

*High Demand, High Skill, Meeting Local Market Needs

12. Considering your reserve allocation amount (\$xx,xxx), describe actions taken and major accomplishments from the use of reserve funds to make progress toward BOLD innovations in CTE program design and delivery (Relates to Narrative #11).

The area that continued to surface in our CLNA was the need for updated equipment to match industry standards. The 7 secondary districts are not large. In FY21, CTE budgets were stretched beyond general fund planning due to the high costs of lumber, supplies and the difficulty in receiving ordered equipment. One of the priorities that our consortium has set is the ability for a district to purchase a large dollar item that would be impossible to purchase with just local funds. The Braham Ag Programs received funding for an \$8000 Sharp Lathe. The Rush City FCS and Business Programs received funding for an \$8000 Embroidery/Monogram machine for a joint venture initiative. All the Perkins Secondary Partners approved these requests for these schools. These purchases were more than the two schools had received in previous years. The Leadership Team recognized the need to build and support new programs and initiatives at other districts and also that their needs would be recognized at the appropriate time.

Based on your reflections, what changes do you anticipate as you start your next CLNA?

PTCC used reserve funds to purchase updated equipment for Applied Engineering, Manufacturing, Automotive programs. Pine continues to reserve these funds for updating equipment and launching new programs at the college. For example, the equipment purchased for the Automotive program was for the new Automotive Academy that launched in the fall 2021 semester for high school students.

13. Choose one of your consortium's priorities. Walk through how the consortium identified the priority from the CLNA data and carried it through actions and results.

- Clearly state the priority.
- What actions did you identify in your consortium plan to address this priority?
- What expenditures were made in FY21 to address and support the implementation of this priority?

Clearly state the priority - Increase the number of females in nontraditional CTE programs - specifically Mfg, Ag, Transportation and Construction
What actions did you identify in your consortium plan to address this priority? The consortium developed a Nontrad Enrollment/Recruitment team to review data, strategize and implement changes to recruit and retain females in nontraditional classes
What expenditures were made in FY21 to address and support the implementation of this priority? Stipends were paid to the CTE teachers representatives of each district
What were your results as they impacted students?
Nontrad enrollment is up in HF Mfg

Quotes from teachers -

"Was talking with one of my welding girls and she has been having confidence issues lately. Pitched the idea to my counselor today that I want an hour that kids can come in and work on skills that they don't feel confident in yet without all the other kids around. Would open this up for boys and girls, but keep it to those who really need help on stuff (not my high flyers). She said, yup let's do it, so we are taking away my study hall for next year so I can do that!"

• What were your results as they impacted students?

"Strategies to implement to meet these goals? I teach a required STEM class in 9th grade and I have to do a better job promoting our IT courses towards females during that time."

"Increase student knowledge of CTE courses prior to course registration. This will be completed through CTE promotional videos shared with students and parents prior to course registration, along with a promotional lunchroom table the week prior.
My plan is to also work with the other CTE stakeholders within our school to more properly align course catalog names with the reported course names (specifically the industrial technology department courses)."

"Start Early! Figure out what the elementary teachers are doing to get them thinking about this stuff...start measurement earlier as we always hear from industry that these kids can't read a ruler when they get out into industry"

"Lunch Room promotional table the week prior to course registration."

"Promotional CTE Video emailed to students and shared with parents via Facebook/Instagram/Twitter prior to registration to gain excitement for courses."
"

Cancel