



Status Report

01614-FY17 Pine Technical Consortium Perkins Application

Perkins IV Consortium

Award Year:	2016	
Contract Number:	01614	
Status Report Number:	01	
Submitted By:	Kierstan Peck	
Submitted Date:	10/23/2017	
Status Report Type:	Annual Performance Report	
Status:	Approved	
Approved By:	Jeralyn Jargo	
Approved Date:	10/26/2017	
Report Period	07/01/2016	06/30/2017
	From Date	To Date

Primary Contact

Name:*	Ms.	Paula	Hoffman
	Salutation	First Name	Middle Name Last Name
Title:	College Perkins Coordinator		
Email:	hoffmanp@pine.edu		
Address:	900 Fourth Street SE		
*	Pine City	Minnesota	55063
	City	State/Province	Postal Code/Zip
Phone:*	320-629-5180		
	Phone	Ext.	
Fax:			

Organization Information

Name: Pine Technical Consortium

Organization Type: MN Perkins Consortium

Organization Website:

Address: UPDATE

***** UPDATE Minnesota 55555
City State/Province Postal Code/Zip

Phone: 218-555-1212

Fax:

Ext.

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

Goal 1 Narrative:

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

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

Perkins funds were utilized to send a secondary Welding instructor to the E3 Energy training workshop in June, 2017. A FACS teacher attended the Alignment FACS Framework training. Secondary funds were also used to purchase supplies for the FACS programs in East Central and Pine City School districts. Early Childhood is a PTCC RPOS.

Due to low enrollment, the Summer Academy was not held in June, 2017. An analysis of this initiative was conducted over the summer and strategies were implemented to insure success in FY18. The funds allocated for the Summer Academy were expended on Career Exploration modules for at risk students. These modules explore the following career fields; carpentry, home health, medical emergency services and the banking industry.

MCIS was accessed with Perkins dollars in several secondary districts. MCIS is utilized for POS support and career exploration.

Seven (7) Gold Collar Career Day were held in FY17. These events for secondary and 6th-grade students held at PTCC recruit students into POS and defines the links between high school programs of study and PSEO and beyond. **167** students attended these events, representing seven (7) area schools. Previously, five (5) Gold Collar Event was held during the year. Feedback from students was implemented to create more interactive and hands on experiences in small groups.

Technical Skill Assessments are being implemented in the secondary and postsecondary sites. This information is analyzed to improve courses in the POS through nationally normed test results for the instructor. Increased testing was completed at the secondary level. PTCC offered implemented NOCTI testing in the following programs: Machining, Early Childhood Development, Computer Programming, and Nursing Assistant. Between January and June 2017, 76 of these assessments were conducted at PTCC. 44 ASE tests were administered to Automotive students.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

Perkins funds were used to support the ITV linkage to a secondary site. Courses were offered through ITV and 110 (unique count) secondary students were able to earn 511 college credits through this option. This opportunity would not have been available in this greater MN district without this distance learning option.

1,404 students (up from 1,206 in FY16) earned 6,204 PTCC college credit through concurrent enrollment and 113 students (up from 77 students) earned 650 PTCC credits through PSEO (on-campus enrollment). Currently, CIS (College in the Schools) is the most common model of attaining dual credit for secondary students. These options have had a great impact on the POS due to the delivery and availability of courses for the secondary student.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

As evidenced through the growth in student numbers, concurrent enrollment has been a successful model of delivery for our secondary students. Students are able to remain in the school building and be part of the student body with all the support systems, activities and also be able to gain PSEO credit. Giving students options within the school building works well for small outstate districts. Delivery of instruction through ITV and appropriately licensed HS instructors have been an efficient delivery model for our region. The college instructors have provided mentorship for high school teachers to insure rigor and curriculum alignment.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R7 Initiate/Improve/Modernize Technology

Strategies

Continue to implement the pilot summer academy technical skills pilot program for consortium students. The goal of this academy is to provide students with hands on experience with industry standard equipment purchased with Perkins funds.

Outcomes

Students will gain experience and interface with postsecondary instructors and local business sites through the summer academy experience. Students will experience a hands on project based classroom experience coupled with field trips to related local industry leaders.

Measures

Pre and post assessments, student numbers (enrollment and retention)

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

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds

R2 Programs of Study

Strategies

In development with post-secondary business and industry partnerships, PTCC facilitates training of secondary teachers in Technical Skills Assessment (TSA) for manufacturing, early childhood development, allied health, business, and information technology. TSA's will be fully implemented in the postsecondary and secondary levels.

Outcomes

Career and Tech Ed teachers at the secondary and postsecondary level will attend professional development in the content area and in POS areas. Post-Secondary will use TSA scores to determine if course outcomes are met.

Measures

Baseline target created for TSA use as advanced standing credit at post-secondary level increasing the completion rate of post-secondary students 1P1 target = 88.40%

Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$750.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$750.00
Total	\$3,250.00

Reallocation Explanation

Goal 1 Objectives 3

Use of Funds

R1 Academic Integration , R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, P2 Counseling, P6 Mentoring/Support Services, P8 Teacher Preparation

Strategies

Increase availability of CTE courses to outstate districts

Outcomes

ITV linkage for postsecondary and secondary, concurrent and traditional PSEO. CTE courses at the secondary level will be accessed through the ITV delivery model.

Measures

Maintain 4S1 target at 91.67% (exceeding target of 91.07%)

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

Post-Secondary Reallocation Basic	\$3,968.90
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,968.90
Secondary Required Activities	\$1,067.42
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$8,294.58
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$9,362.00
Total	\$13,330.90

Reallocation Explanation

Focused effort to expand CTE concurrent enrollment partnerships in region in areas of Business, Manufacturing, CDEV, IT, Allied Health, and Auto as well as ITV hybrid delivery in outstate MN (East Central Region). Support professional mentoring partnerships as we expand CTE dual enrollment efforts (supplies, mileage, meeting costs, professional development events for CTE post-secondary and secondary instructional partners.

Offer increased number of hands-on career exploration for regional high school 11th and 12th graders in the areas of Business, IT, Allied Health, Auto and Manufacturing.

Add NA-R TSA (NOCTI) for post-secondary and secondary courses.

Goal 1 Objectives 4

Use of Funds R5 Professional Development

Strategies

Professional development for early childhood and manufacturing POS.

Outcomes

Recruit and retain students in nontraditional career fields

Measures

Increase participation and concentration in 6S1 and 6S2

6S1 Participation improved from 27.68 (FY14) to 35.07 (FY15) and achieved the negotiated target

6S2 Concentration improved from 6.51 (FY14) to 18.55 (FY15) and achieved the negotiated target

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

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$500.00
Total	\$1,500.00

Reallocation Explanation

Goal 1 Objectives 5

Use of Funds R5 Professional Development

Strategies

Professional development for teachers and faculty in Rigorous POS - Early Childhood and Manufacturing at the Secondary and Postsecondary levels

Outcomes

Increase rigor, build skills and build collaboration between secondary and postsecondary programs

Measures

3 staff members attend professional development in early childhood and 1 staff member attend professional development in manufacturing and maintain previous goals: Implementation of the Principles of Engineering (PED) course at PCHS
Every 9th grader at PCHS participates in a PLTW Stem class

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

Reallocation Explanation

Goal 1 Objectives 6

Use of Funds**R11 Articulation****Strategies**

PTCC Technical course delivery at secondary site

Outcomes

Increase accessibility of vocational programming for outstate rural district

Measures

Maintain 4S1 target at 91.67% (exceeding target of 91.07%)

Increase participation and concentration in 6S1 and 6S2

6S1 Participation improved from 27.68 (FY14) to 35.07 (FY15) and exceeded the negotiated target

6S2 Concentration improved from 6.51 (FY14) to 18.55 (FY15) and exceeded the negotiated target

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

Reallocation Explanation**Goal 1 Objectives 7****Use of Funds****P2 Counseling****Strategies**

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

Outcomes

Maintain the career tech center to serve secondary students on site within their school

Measures

Student access to on site career center, program of study information attain target number of CTE students who pass all the requirements for graduation (4S1) currently meeting the target at 91.15% (FY exceeded target at 91.67). Student access to postsecondary options, MCIS, career/technical options through counseling at secondary sites.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Reallocation Explanation

Goal 1 Objectives 8

Use of Funds R11 Articulation

Strategies

The consortium promotes post-secondary articulation agreements with 4 universities for Bachelors of Science degrees in: Applied Engineering (Bemidji), birth to grade 3 education (SMSU), nursing (Bethel) and a blanket articulation into Metro State's Bachelor's of Individual Studies. PTCC has expanded articulations with St. Cloud State University in Computer Programming. Concordia St. Paul also signed three articulations for Medical Assisting, Rn to BSN, and Health Science Broadfield to Healthcare Administration.

Outcomes

Students completing two year technical degrees have a seamless transition into a bachelor level degree in an area of applied science or bachelor of science

Measures

20% of manufacturing, early childhood, and nursing mobility students move into BS programs due to ease of transition 3P1 target = 26.30%

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

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

Reallocation Explanation

Goal 1 Objectives 9

Use of Funds R2 Programs of Study

Strategies

The consortium will build on the developed POS's at the secondary and post-secondary level designed with a partnership of counselors, secondary and post-secondary faculty, program advisory committees and industry feedback. The work in FY17 will focus on the implementation of the TSAs at the secondary and postsecondary level and the development of the process to evaluate the targeted programs of study using the rigorous programs of study 10 components framework expanding in FY2017 to include manufacturing.

Outcomes

Secondary students and their families will utilize the Programs of Study design in planning their coursework 9-12 to create a seamless transition into post-secondary. Post-secondary students who earned college credits in a secondary POS will have a higher completion rate than students w/o secondary credit

Measures

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

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

Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Reallocation Explanation

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

Goal 2 Narrative:

In collaboration with Pine Technical College's (PTCC) program advisory committees, PTCC's Allied Health, Manufacturing Alliance, and the Early Childhood Coalition, the consortium continues to provide opportunity and education for all learners in career readiness, work experience (prior learning) recognition, and early college options (traditional Post-Secondary Enrollment Option and concurrent enrollment). FY 17 will develop the second Rigorous Program Of Study (RPOS) in Manufacturing with Rush City or Pine City High Schools. The college will also begin developing a construction center with Carpentry, HVAC, Plumbing, and Electrician these areas will allow us for future RPOS in those areas.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

Pine Tech Consortium's Early Childhood rigorous program of study has utilized a joint secondary and postsecondary advisory program for several years. This team is constructed with representatives from Early Childhood Special Education, Child Care, Parent Aware, HeadStart, PTCC Instructors, Pine Co Child Care Licensing, FACS Instructors and Pine Tech EC Students.

This advisory meets 2x per year. The EC Council Membership is included as an attachment.

This model is the design blueprint for all our advisory councils. Secondary vocational instructors were invited to the PTCC Advisory councils in FY17. This was a new initiative instituted in FY16. The Ag program maintains it's own advisory in Mora and Braham but the other programs will be strengthened through this continued collaborative initiative. The joint manufacturing advisory council membership is included as an attachment.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

During FY17, the Early Childhood Advisory (the rigorous program program of study) provided a multifaceted role for EC POS and CTE programs. The 2 meetings per year are well attended and pursue the following goals: To examine the POS with secondary sites, place practicum students, review courses offered at PTC, create articulation agreements, strengthen partnerships between secondary and post secondary institutions and insure that students are meeting the needs of the business and industry partners.

The Early Childhood Coalition is a joint partnership between secondary and postsecondary educators, teachers, parents, business and industry partners and health professionals. This coalition has provided support to existing programs, created new initiatives such as the Dragon Wagon, a mobile literacy / preschool bus, Reach Out and Read venture with local clinics to equip parents with books and equip medical personnel with tools to identify early learning concerns. The coalition is unique in it's strong partnership with post secondary and business partners. This group serves in an advisory role and is a group that creates initiatives on the grass roots level and implements projects within the community. This group serves as an action oriented arm to the PTCC Early Childhood Advisory Council.

Mellissa Felland began work on the ECD transfer pathway for PTCC.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

Yes, a good example is in Early Childhood Development. For the academic year 2015-16, there were 23 EC students out on Practicum experiences. For the academic year 2016-17, there are 8 students out on Practicum in the fall and 4 students for spring semester 2017. For the academic year 2017-18, there are 4 students out on Practicum in the fall and, to date, it is unknown how many students will be completing Practicum in the spring semester 2018. Students have completed work-based (Practicum experiences) in licensed child care centers, preschools, Early Childhood Family Education, School Readiness, Head Start, public school kindergarten through grade 3 classrooms, licensed school-age care programs (through a child care center), public school school-age care programs, and licensed family day care homes.

Equipment was purchased in FY17 to connect students with real life learning opportunities. The purchase of equipment for small outstate districts has enabled the vocational programs to better align to industry standards and has given our students contextualized learning experiences that they would not have if the only resource was the local district general fund revenue. A highlighted example is the drone that was purchased for Rush City Schools. This piece of equipment is being utilized in an Agriculture program to connect students with real work experiences such as crop surveying after storm damage, monitoring forest fire damage and other real world connections. An article highlighting this purchase was featured in the local newspaper and is included in the attachments. The equipment report is included in the attachments.

PTCC used Perkins funds to maintain and repair equipment in FY17 as well as purchasing 3 SimPads (an operating device used to control manikins and simulators in the healthcare department, an Afinia 3D printer and Afinia EINSscan, and Immerse2Learn software.

Two PTCC advisors were certified in STRONGS, an assessment tool to help students identify career interest areas. This tool will be used in FY18 to assist students identify areas of interest.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

P1 Advisory Committees

Strategies

Expand the collaboration and participation between PTCC advisory committees and secondary vocational programs

Outcomes

Shared vision and strategies for vocational programming

Measures

Secondary faculty participation numbers in PTC advisory committees. All appropriate secondary are recruited to attend the PTCC Advisory committee meetings.

Post-Secondary Required Activities	\$1,000.00
------------------------------------	------------

Post-Secondary Permissible Activities	\$0.00
---------------------------------------	--------

Reallocation Explanation

Post-Secondary Reserve	\$0.00
------------------------	--------

Post-Secondary Admin Cost	\$0.00
---------------------------	--------

Post-Secondary Reallocation Basic	\$0.00
-----------------------------------	--------

Post-Secondary Reallocation Reserve	\$0.00
-------------------------------------	--------

Post-Secondary Total	\$1,000.00
----------------------	------------

Secondary Required Activities	\$0.00
-------------------------------	--------

Secondary Permissible Activities	\$0.00
----------------------------------	--------

Secondary Reserve	\$0.00
-------------------	--------

Secondary Admin Cost	\$0.00
----------------------	--------

Secondary Reallocation Basic	\$0.00
------------------------------	--------

Secondary Reallocation Reserve	\$0.00
--------------------------------	--------

Secondary Total	\$0.00
-----------------	--------

Total	\$1,000.00
-------	------------

Goal 2 Objectives 2

Use of Funds

R4 Develop/Improve/Expand the use of Technology

Strategies

In partnership with Pine City School District, PTCC will participate in and facilitate STEM grant activities for grades 9 - 12

Outcomes

PTCC will work with PCHS to develop post-seceondary enrollment option coursework in technology, science and math Engineering and Design (PLTW) course. Maintain participation of 9th grade STEM class at PCHS that includes participation by all 9th grade students.

Measures

Maintain FY16 goals in FY17: Principles of Engineering course at PCHS 125 9th graders at PCHS participate in a PLTW Stem class

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

Goal 2 Objectives 3

Use of Funds R7 Initiate/Improve/Modernize Technology

Strategies

In partnership with PTCC's program advisory committee in manufacturing and the Manufacturing Alliance, PTCC facilitates Gold Collar Career Day for secondary juniors and seniors. PTCC also works with the VEX/360 programs for the high schools.

Outcomes

Secondary students and teachers have greater understanding of STEM requirements for careers in technology, specifically manufacturing technology

Measures

In post-survey - 85% of students and teachers indicate they have more knowledge of STEM connections to mfg. careers In post-survey - 90% of students indicated they know what math and science courses are needed to prepare for mfg. career

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

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

Goal 2 Objectives 4

Use of Funds R3 All Aspects of an Industry

Strategies

Students will have experiences in all aspects of industry

Outcomes

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

Measures

Continue to exceed 4S1 graduation target rates at 91.67

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

Goal 2 Objectives 5

Use of Funds

P7 Equipment Leasing/Purchasing/Upgrading

Strategies

Upgrade equipment to meet industry standards

Outcomes

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

Measures

Continue to exceed 4S1 graduation target rates at 91.67

Post-Secondary Required Activities	\$0.00
------------------------------------	--------

Post-Secondary Permissible Activities	\$0.00
---------------------------------------	--------

Reallocation Explanation

Reallocation funds will be utilized to upgrade equipment in a newly added vocational program in a secondary site.

Post-Secondary Reserve	\$11,454.42
------------------------	-------------

Post-Secondary Admin Cost	\$0.00
---------------------------	--------

Post-Secondary Reallocation Basic	\$0.00
-----------------------------------	--------

Post-Secondary Reallocation Reserve	\$0.00
-------------------------------------	--------

Post-Secondary Total	\$11,454.42
----------------------	-------------

Secondary Required Activities	\$0.00
-------------------------------	--------

Secondary Permissible Activities	\$16,733.75
----------------------------------	-------------

Secondary Reserve	\$0.00
-------------------	--------

Secondary Admin Cost	\$0.00
----------------------	--------

Secondary Reallocation Basic	\$2,523.66
------------------------------	------------

Secondary Reallocation Reserve	\$326.88
--------------------------------	----------

Secondary Total	\$19,584.29
-----------------	-------------

Total	\$31,038.71
-------	-------------

Goal 2 Objectives 6

Use of Funds

R7 Initiate/Improve/Modernize Technology , R9 Special Populations, R11 Articulation, P2 Counseling, P4 Additional Special Populations

Strategies

Working with the Early Childhood (ECD) Coalition, continue to promote the career ladder opportunity for seamless transition in ECD from secondary through completion at the Bachelor degree level.

Outcomes

Work with secondary faculty to increase ECD advanced standing opportunities for students and thus increase completion rates at post-secondary

Measures

10% increase in students moving into bachelor's degree program 2P1 degree = 50.10%

Post-Secondary Required Activities \$647.11

Post-Secondary Permissible Activities \$0.00

Reallocation Explanation

Reallocation dollars will be used to support and purchase additional Strong's Career Interest Inventories to high school students within the consortium in collaboration with partner high school school counselors. Support growing VEX Robotics teams (currently support 2 ALP team and 1 College team). Work with BSU to identify and promote PLTW articulation agreements between high schools, college, and university. Equipment maintenance as appropriate to support PLTW, hands-on career experiences, manufacturing mobile lab use in the partner high schools, etc.

Post-Secondary Reserve \$0.00

Post-Secondary Admin Cost \$0.00

Post-Secondary Reallocation Basic \$0.00

Post-Secondary Reallocation Reserve \$1,066.36

Post-Secondary Total \$1,713.47

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Admin Cost \$0.00

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve \$0.00

Secondary Total \$0.00

Total \$1,713.47

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

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

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

The Middle College/College Connections project has been a strategy designed to give at risk students at Area Learning Centers the opportunity to earn college credit while working on high school completion. These approved (by MDE) partnerships have been implemented in 5 local alternative learning sites. Students take the accuplacer test or review their MCA scores to gain entry into this college site based program. Students are then able to take accredited courses or developmental courses for high school completion and college credit if appropriate. These courses are all delivered on the college campus to give the student a full college experience. Mentors work with the students to support this transition and address potential barriers that could impede student success. 20 students participated in this innovative college connection program in FY17. Anecdotal evidence of student experiences is building a platform of success for at risk students participating in the middle college experience.

The Student Parent Club, implemented through PTCC, supports parenting students at the secondary and postsecondary level. This program provides support for parenting students (secondary and postsecondary) through parent cafes, incentives and designated staffing (through MDE funding and PTCC general funds) to support parenting students. Approximately 70 students participate in this initiative.

Due to a transition at the Pine Area Learning Center, child care services were not available for FY15. Child care has been reinstated at the Pine ALC in FY16 and has continued in FY17.

The continued use of the Early Alert referral system was used identify academically at risk students to the PTCC counselor. This early alert system allows faculty to connect students with resources necessary to be successful. During FY17, 571 academic alerts were generated for 294 students. 122 counseling sessions occurred during FY17. Targeted initiatives, such as Student Success Workshops, were implemented to assist these students. PTCC continues to work with students through the Disability Services Department to better serve the needs of our underrepresented students. This office served approximately 54 students during FY17. These services become increasingly beneficial and vital to the retention of our students, especially since mental health among secondary and post-secondary students is becoming more prevalent.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

Secondary graduation rates are critically important within the Pine Tech Consortium. Concern for graduation rates was a catalyst in creating a parent support program to insure that these vulnerable students would be able to continue to earn credit towards graduation.

Data has indicated that parenting students are much more likely to drop out or not complete their high school or postsecondary programs. The Student Parent Club, implemented through PTCC supports parenting students at the secondary and postsecondary level. This program provides support for parenting students (secondary and postsecondary) through parent cafes, incentives and designated staffing (through MDE funding and PTCC general funds) to support parenting students. Approximately 70 students participate in this initiative.

6 students received their Adult Diploma in FY17. GED passing data is no longer able to be locally accessed, 181 facilitated testing hours were recorded in FY17. Within the region, 366 students were served in ABE resulting in 6522 service hours.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R9 Special Populations

Strategies

Access to and success of students in programs of study considered nontraditional by gender.
Continue to implement online vocational programming at alternative learning site including automotive and carpentry helper.

Outcomes

All vocationally approved courses are gender neutral in course description and recruitment. Improve NT participation and NT completion measures for PTCC Consortium.

Measures

Increase participation and concentration in 6S1 and 6S2

6S1 Participation improved from 27.68 (FY14) to 35.07 (FY15) and exceeded the negotiated target

6S2 Concentration improved from 6.51 (FY14) to 18.55 (FY15) and exceeded the negotiated target

Post-Secondary Required Activities	\$500.00
------------------------------------	----------

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
---------------------------------------	--------

Post-Secondary Reserve	\$0.00
------------------------	--------

Post-Secondary Total	\$500.00
----------------------	----------

Secondary Required Activities	\$5,000.00
-------------------------------	------------

Secondary Permissible Activities	\$0.00
----------------------------------	--------

Secondary Reserve	\$0.00
-------------------	--------

Secondary Total	\$5,000.00
-----------------	------------

Total	\$5,500.00
-------	------------

Goal 3 Objectives 2

Use of Funds

R1 Academic Integration

Strategies

Continue to mplement Pine City Builders after school pilot program. This program will recruit and retain students at risk in an industrial arts afterschool program. Students at risk will be recruited to participate in this hands on program. Students will have the opportunity to gain technical skills and make up credit through contextualized learning

Outcomes

Student engagement
Increase in technical skill development

Measures

Maintain 4S1 target at 91.67% (exceeding target of 91.07%)

Post-Secondary Required Activities	\$0.00
------------------------------------	--------

Reallocation Explanation

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

Goal 3 Objectives 3

Use of Funds P6 Mentoring/Support Services

Strategies

Facilitate welcome event at PTCC in Aug. for all new students and their families. Introduce students to career and technical opportunities.

Outcomes

Students more engaged during the first week of their semester by already being familiar with support services and mentoring opportunities offered

Measures

75% retention rate (fall to spring) for students who attended new student open house

Post-Secondary Required Activities	\$0.00
------------------------------------	--------

Reallocation Explanation

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

Goal 3 Objectives 4

Use of Funds R9 Special Populations

Strategies

Identify and adopt strategies and outcomes to overcome barriers for special populations and increase rates of access and success in CTE programs

Outcomes

Transportation, child care plans and continuous learning plans will be utilized and implemented for special population learners.

Measures

Maintain trend of number of CTE students who pass all the requirements for graduation (4S1) to continue exceeding the target goal

Target: 91.07%

Actual: 91.67%

Post-Secondary Required Activities	\$0.00
------------------------------------	--------

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
---------------------------------------	--------

Post-Secondary Reserve	\$0.00
------------------------	--------

Post-Secondary Total	\$0.00
----------------------	--------

Secondary Required Activities	\$0.00
-------------------------------	--------

Secondary Permissible Activities	\$0.00
----------------------------------	--------

Secondary Reserve	\$0.00
-------------------	--------

Secondary Total	\$0.00
-----------------	--------

Total	\$0.00
-------	--------

Goal 3 Objectives 5

Use of Funds	R9 Special Populations
--------------	------------------------

Strategies

Oversome barriers to success by responding proactively to accommodation and support service requests from special populations

Outcomes

Retention and completion rates for special populations increase as a result of individualized plans in POS's for student success through: tutoring, mentoring, referral services, mini-workshops, and academic alert program and the implementation of Desire 2 Learn support monitoring for new students enrolled in developmental courses.

Measures

3P1 target = 26.30% 5P1 target = 18% 5P2 target = 9.90%

Post-Secondary Required Activities	\$44,859.57
------------------------------------	-------------

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
---------------------------------------	--------

Post-Secondary Reserve	\$0.00
------------------------	--------

Post-Secondary Total	\$44,859.57
----------------------	-------------

Secondary Required Activities	\$0.00
-------------------------------	--------

Secondary Permissible Activities	\$0.00
----------------------------------	--------

Secondary Reserve	\$0.00
-------------------	--------

Secondary Total	\$0.00
-----------------	--------

Total	\$44,859.57
-------	-------------

Goal 3 Objectives 6

Use of Funds**P2 Counseling****Strategies**

Progress report/alert system utilized to respond proactively for all students with academic needs

Outcomes

Electronic alert system used as partnership between counselor, disability director and faculty to determine appropriate interventions for students struggling in post-secondary coursework. Implementation of Desire 2 Learn support monitoring for new students enrolled in developmental courses.

Measures

60% of students reported on the alert system retained fall to spring and 55% retained fall to fall

Post-Secondary Required Activities	\$29,000.00
---	-------------

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
--	--------

Post-Secondary Reserve	\$0.00
-------------------------------	--------

Post-Secondary Total	\$29,000.00
-----------------------------	-------------

Secondary Required Activities	\$0.00
--------------------------------------	--------

Secondary Permissible Activities	\$0.00
---	--------

Secondary Reserve	\$0.00
--------------------------	--------

Secondary Total	\$0.00
------------------------	--------

Total	\$29,000.00
--------------	-------------

Goal 3 Objectives 7**Use of Funds****P10 Student Transition****Strategies**

Respond proactively for support service request for all post-secondary students with critical focus on retention of underserved population. The consortium will develop a career and technical career center at PTCC involving secondary and post-secondary CTE faculty to guide and prepare students for CTE careers.

Outcomes

Partnering at the post-secondary level with the Young Parent grant, the retention committee, the retention specialist, and POS faculty mentors for new to college students to assist in easing barriers to remaining enrolled.
Career Exploration course offered as hybrid course to secondary students in preparation for post-secondary program selection.

Measures

Increase retention rate of new to college students in developmental education from 53% to 60%.

10 students from 6 districts enrolled in careers course 80% of these students select a post-secondary major upon completion of careers course.

Post-Secondary Required Activities	\$5,000.00
---	------------

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
--	--------

Post-Secondary Reserve	\$0.00
-------------------------------	--------

Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

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

Goal 4 Narrative:

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

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

Perkins funds were used to support ITV linkage for a secondary site. Courses were offered through ITV with 291 secondary students able to earn credits through this option. This opportunity would not have been available in this greater MN district without this distance learning option.

Perkins funds were used to support the ITV linkage to a secondary site. Courses were offered through ITV and 110 (unique count) secondary students were able to earn 511 college credits through this option. This opportunity would not have been available in this greater MN district without this distance learning option.

1,404 students (up from 1,206 in FY16) earned 6,204 PTCC college credit through concurrent enrollment and 113 students (up from 77 students) earned 650 PTCC credits through PSEO (on-campus enrollment). Currently, CIS (College in the Schools) is the most common model of attaining dual credit for secondary students. These options have had a great impact on the POS due to the delivery and availability of courses for the secondary student.

Almost 40% of the FYE of PTCC comes from PSEO. These can be in forms of traditional PSEO, Concurrent Enrollment, or Arrangements.

In addition to offering high school students the opportunity to enroll in college credit courses, PTCC also works to better serve this population by providing additional resources to the schools. For example, PTCC has a Mobile Manufacturing Lab with equipment available for schools to rent. Three schools actively participate in this program and it allows students an opportunity to gain hands on experience with manufacturing equipment. PTCC also coordinates multiple FAFSA workshops with partner schools. This workshops provide an opportunity for students and families to learn about FAFSA and the process for completing. Eight workshops were offered throughout FY17.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

Listed below are the different methods used by secondary schools to transcript CIS and PSEO courses.

All classes are recorded on the transcript as a high school course. In order for the students to get the college credit, they would need to request the transcript from the college in which they received the credit.

The student's high school transcript designates these courses by using the word "college" in the course title. The credit is recorded in terms of high school credit earned (1 semester of a course = 's .5 semester credit. Students will have a college transcript from either /or both of these colleges upon graduation from high school. Students are given specific directions as to how to request their college transcript and/or transfer their credits to a college other than SCSU or U of Mn. The high school transcripts college in the school/concurrent courses on a weighted grading system and is noted as an honors course. Courses are transcribed by course name and where they were taken (who awarded the credit) on high school transcripts.

The college transcripts the course on the college transcript as a letter grade according to the syllabus and grading guidelines for PTCC. No designation that they were college in the schools or honors is on the transcript.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R9 Special Populations

Strategies

Flexibility in scheduling and formats that provide access for students

Outcomes

Continue classes for nontraditional learners at the HS level

Measures

Maintain 4S1 target at 91.67% (exceeding target of 91.07%)

Reallocation Explanation

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

Goal 4 Objectives 2

Use of Funds

R11 Articulation

Strategies

Post-secondary partner works with consortium to provide workforce and college ready activities to high school and college students

Outcomes

To enhance transition, the college offers FAFSA workshops at 6 consortium schools Post-secondary PSEO advisor works with HS counselors to coordinate academic readiness and scheduling of PSEO courses to ensure completion of concurrent coursework Consortium partners provide college in the schools coursework in automotive and manufacturing to encourage job readiness and/or college readiness

Measures

Maintain trend of number of CTE students who pass all the requirements for graduation , 2P1 target = 50.10%
Maintain 4S1 target at 91.67% (exceeding target of 91.07%)

Reallocation Explanation

Post-Secondary Required Activities	\$3,500.00
Post-Secondary Permissible Activities	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,500.00

Goal 4 Objectives 3

Use of Funds R11 Articulation

Strategies

Provide seamless transition of course work and programs in grades 11 through 14

Outcomes

ZAPS and ACT preparation classes for HS juniors and seniors, Career Center support on site at the secondary level including career assessments, PSEO site visits, field study and work force speakers

Measures

25 students complete ZAPS & ACT preparation classes, 50 secondary students participate in career exploration

Reallocation Explanation

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

Goal 4 Objectives 4

Use of Funds R9 Special Populations

Strategies

Transition of adult learners into the workforce

Outcomes

Continue block and evening classes for reentering adult learners to obtain their GED or Adult diploma. Continue partnership with PTC to provide adult learners GED assistance / accuplacer support classes. Continue support for the transition of the GED program to the online format. Continue to market the change to provide for a seamless transition to the new format.

Measures

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

Reallocation Explanation

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

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

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

QUESTION: What activities were conducted that help sustain the consortium?

The Perkins Leadership team met throughout the year for planning, goal setting, data review and updates. This leadership team was redesigned after our 2014 audit and has served the consortium with administrative guidance and support.

Joint ventures with Pine Tech Community College including planning for the Summer Academy, Gold Collar Career Days engage all the secondary schools with their post secondary partner on site at PTCC.

Seven (7) Gold Collar Career Day were held in FY17. These events for secondary and 6th-grade students held at PTCC recruit students into POS and defines the links between high school programs of study and PSEO and beyond. **167** students attended these events, representing seven (7) area schools. Previously, five (5) Gold Collar Event was held during the year. Feedback from students was implemented to create more interactive and hands on experiences in small groups.

The consortium also begin planning for monthly Career Prep consortium meetings. The agendas for the meetings will vary depending upon the work at hand, but will cover such things as:

- Creating new pathways from secondary into post-secondary education using the various post-secondary educational options that are available
- Implementing rigorous programs of study
- Expanding CTE and online offerings
- Implementation of technical skills assessments
- Planning professional development opportunities for concurrent instructors
- Improving the concurrent offering workflow, including quality assurance standards and upcoming deadlines
- Networking with others and sharing best practices

Articulation agreements are in place for the following programs: Early Childhood Development, Nursing, Medical Assistant, Health Science Broadfield, and PTCC is finalizing plans for the Business Transfer Pathway as directed from Minnesota State.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

Representatives from all 6 secondary districts including principals, vocational instructors, guidance counselors, vocational leaders, PTCC administrative staff and the Perkins Coordinators comprise the core of the leadership team. This team met during the school year for updates, goal setting, needs assessment and planning for the Summer Academy. During a series of meetings in the Spring of 2017 with new PTCC staff members (VP of Academic and Student Affairs/Denine Rood, Director of Student Success/Kierstan Peck) and the Secondary Perkins Coordinator, the consortium structure was revisited. A new design for the consortium leadership team evolved with full implementation set for FY18. The changes include monthly meetings, a new name (Career Prep Consortium) and extended invitations to new partners.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

The following questions were part of a consortium needs assessment implemented in FY17. Discussions following this process have guided planning for FY18 and the revision of the consortium structure.

Envision what an effective technical skill based pathway entry into the workplace for a student looks like.

What are the essential elements to enable a student to make this transition?

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

Our data indicates that students in our vocational programs are scoring at 28% in Math Academic Attainment. What could we do to improve this percentage?

The Community College Survey of Student Engagement (CCSSE) was conducted in Spring 2017 with data analysis ongoing into FY18.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

PTCC has leveraged three different million dollar DOL grants to support activities. The career center was both funded by Perkins and DOL money. The Myers Briggs and Strong's inventories and training are funded by both Perkins and DOL. PTCC partners with 360 at Bemidji State University which secured a NSF grant supporting manufacturing to increase the youth pipeline to the manufacturing industry. PTCC secured a Women's Economic Security Act Grant (WESA) and enrolled 84 women into a intensive welding program, a MN-DEED Pathways to Prosperity (P2P) grant, another 4-week intensive welding course, and continued to work on the Rural Information Technology Alliance Grant (RITA), which has created new program emphasis in Cybersecurity and Mobile Application Development, as well as additional enhancements to the Computer Programming and Networking curriculums.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R8 Size/Scope/Quality

Strategies

Coordinate Carl Perkins secondary and post-secondary plans and develop new initiatives within the consortium. Continue ongoing assessment of new financial system and coordination of fiscal accounting within the consortium. Promote consortium vision between partners and community

Staffing costs: 6200.00

Admin Cost: 2729.79

Outcomes

Facilitate communication, planning, goal setting and review with all consortium partners in both secondary and post-secondary districts/campuses. Ongoing communication and review with secondary and post-secondary administrators and business managers

Measures

100% of partners informed and participating in new initiatives 100% compliance with UFARS accounting and new financial state wide system

Secondary 6200.00

Description

Secondary 2732.00

Reallocation Explanation

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

Goal 5 Objectives 2

Use of Funds

R10 Collaboration

Strategies

PTCC will host consortium meetings 2x per year.

Outcomes

Collaboration amongst consortium schools to determine FY17 plan

Measures

Increase consortium member involvement to include business partners

Description

Reallocation Explanation

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

Goal 5 Objectives 3

Use of Funds

R5 Professional Development

Strategies

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

Outcomes

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

Measures

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

Description

Reallocation Explanation

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

Goal 5 Objectives 4

Use of Funds R10 Collaboration

Strategies

The post-secondary partner (Pine Technical and Community College) will use formalized evaluations to strengthen curriculum and engagement of students to strengthen workforce and career readiness

Outcomes

CCSSE and SENSE results for Pine Technical and Community College wil direct curriculum revisions and the development of new support services. The TSA tests will drive improved learning outcomes for the POS's to increase retenion and completion of all learners in developed POS's

Measures

5% increase in retention after improved learning outcomes or course revisions in Program of Study FY15 4P1 in POS' target = 81.50%

Description**Reallocation Explanation**

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$3,344.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$3,344.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,344.00

Budget Goal 1

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

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

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

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

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

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Early Childhood Development and Services

rigprog.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

During FY17, technical assistance was accessed by the secondary Perkins coordinator with Ginny Karbowski to improve the TSA scores and TSA delivery within the 6 secondary districts. The POS's were reviewed and updated. A new testing vendor was again accessed and the positive feedback included; improved results in efficiency, decrease in designated class time for testing and positive reviews by instructors.

Technical Skill Assessments are being implemented in the secondary and postsecondary sites. This information is analyzed to improve courses in the POS through nationally normed test results for the instructor. Increased testing was completed at the secondary level. PTCC offered implemented NOCTI testing in the following programs: Machining, Early Childhood Development, Computer Programming, and Nursing Assistant. Between January and June 2017, 76 of these assessments were conducted at PTCC, 44 ASE tests were administered to automotive students.

Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Business, Management, & Administration	Finance	Accounting	Accounting	Braham Area Secondary		End of Program		
Business, Management, & Administration	Finance	Accounting	Business Technology	East Central		End of Program		
Business, Management, & Administration	Finance	Business Finance	Business Administration	Pine City		End of the Program		

Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Animal Systems	Large Animal Science	Mora High School	End of Program
Health Science Technology	Health Science	Therapeutics Services	Health Core	Braham	End of Program
Human Services	Human Services	Early Childhood Development and Services	Early Childhood / Child Dev	Hinckley Finlayson	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction		Pine City	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Design/Pre - construction		East Central	End of Program
Business, Management, & Administration	Business, Management, and Administration	General Management	Business Management	Hinckley-Finlayson	End
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development	Manufacturing Technology	Rush City	End

Improvement Report

Improvement Report 1

Indicator Not Met: 1P1 Technical Skill attainment

Negotiated Performance: 88.40

Actual Performance: 86.60

General strategies planned to improve performance:

This was a soft rollout. Students in the following programs: Automotive Technology, Business Technology, Machining, Accounting, Computer Programming, Computer Networking, Early Child Development, Nursing both PN and ADN have completed.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met: 2P1 Credential, certificate, or degree

Negotiated Performance: 50.10

Actual Performance: 42.86

General strategies planned to improve performance:

Wrap around student services and early intervention among students that are not performing well in academic areas. Referrals to student affairs/counselor for students that are not regularly attending. Will track and monitor students and provide support for their course and degree completion.

Comments or context for actual performance (optional):

Students enrolling in college under government programs either returned to work or ran out of funding during this period. This has improved from 38.29 FY 14.

Improvement Report 3

Indicator Not Met: 2S1 Technical Skill Attainment

Negotiated Performance: 54%

Actual Performance: 0%

General strategies planned to improve performance:

Increase testing numbers
Acquire technical assistance
Change testing vendors

Comments or context for actual performance (optional):

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

Improvement Report 4

Indicator Not Met: 3P1 Student retention or transfer

Negotiated Performance: 32.67

Actual Performance: 31.90

General strategies planned to improve performance:

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

Comments or context for actual performance (optional):

97.5% of the Goal

Improvement Report 5

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

General strategies planned to improve performance:

Outreach through Women in Technology and STEM girls to improve awareness for females in male dominated careers. Specifically Automotive Service, Manufacturing, Gunsmithing, and IT. Target market males for female dominated careers such as Nurings, Allied Health, and Child Development. We will develop a Career Center at PTCC this will allow students to explore nontraditional careers through the use of virtualization gaming. Have recently hired a professional marketing person for the institution, and the DOL grants (H2P, AME, RITA) all have marketing and outreach professionals. A collaborative group has participated in IWITTS that provides recruitment strategies to improve this.

Comments or context for actual performance (optional):

As a MnSCU system this number is down.

Improvement Report 6

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

General strategies planned to improve performance:

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

Comments or context for actual performance (optional):

PTCC Strategic Enrollment Management plan.

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

During FY17, technical assistance was accessed by the secondary Perkins coordinator with Ginny Karbowski to improve the TSA scores and TSA delivery within the 6 secondary districts. The POS's were reviewed and updated. A new testing vendor was again accessed with much improved results in efficiency, designated class time for testing and positive reviews by instructors.

Technical Skill Assessments are being implemented in the secondary and postsecondary sites. This information is analyzed to improve courses in the POS through nationally normed test results for the instructor. Increased testing was completed at the secondary level. PTCC offered implemented NOCTI testing in the following programs: Machining, Early Childhood Development, Computer Programming, and Nursing Assistant. Between January and June 2017, 76 of these assessments were conducted at PTCC, 44 ASE tests were administered to automotive students.

Seven (7) Gold Collar Career Day were held in FY17. These events for secondary and 6th-grade students held at PTCC recruit students into POS and defines the links between high school programs of study and PSEO and beyond. **167** students attended these events, representing seven (7) area schools. Previously, five (5) Gold Collar Event was held during the year. Feedback from students was implemented to create more interactive and hands on experiences in small groups.

PTCC partners with 360 at Bemidji State University which secured a NSF grant supporting manufacturing to increase the youth pipeline to the manufacturing industry. PTCC secured a Women's Economic Security Act Grant (WESA) and enrolled 84 women into a intensive welding program, a MN-DEED Pathways to Prosperity (P2P) grant, another 4-week intensive welding course, and continued to work on the Rural information Technology Alliance Grant (RITA), which has created new program emphasis in Cybersecurity and Mobile Application Development, as well as additional enhancements to the Computer Programming and Networking curriculums.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

The nontrad data is presented and discussed at meetings throughout the year. Instructors and district administration are encouraged to recruit nontrad participants in vocational courses. This data was one of the reasons the Summer Academy was developed.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

We are expecting an upward trend in TSA testing numbers and proficiency. During FY17, technical assistance was accessed by the secondary Perkins coordinator with Ginny Karbowski to improve the TSA scores and TSA delivery within the 6 secondary districts. The POS's were reviewed and updated. A new testing vendor was again accessed with much improved results in efficiency, designated class time for testing and positive reviews by instructors.

The elimination of one district FACS program will create a new challenge for the 6S1 indicator. The Summer Academy focused on nontraditional career exploration - this was a strategic initiative to create interest in nontrad courses, students entering 9th grade were targeted for this experience.

The format for Gold Collar Career Days will be evaluated and updated to encourage more participation from area schools. PTCC will collaborate with community partners to host a Manufacturing Day with a goal of bringing 60+ high school students on campus for a highly interactive, hands on event promoting manufacturing programs at PTCC. This event will include community business.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

2P1 Credential, certificate, or degree

Action Steps to improve the performance

Wrap around student services and early intervention among students that are not performing well in academic areas. Referrals to student affairs/councilor for students that are not regularly attending. Will track and monitor students and provide support for their course and degree completion.

During Fall in-service have a session on early alert and referral for faculty. Have Student Affairs staff utilizing alternative office hours to facilitate student schedules. We have established a strategic enrollment management committee to address and improve credential completion college-wide.

Resources Needed

Student Support, Advisors, Councilors, Faculty

Timeline

August 2016- December 2016

Person(s) Responsible

Jeff Miller

How will progress be documented?

ISRS data and Negotiated Performance Indicators

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Technical Program Students and Faculty

Describe any contextual factors that might contribute to this gap:

With the improving economy students that were enrolled (through government programs) have returned to work and not completed a credential.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Wrap around services have proven to be successful, we have 93 percent retention and completion in Department of Labor grants. Sustainable services from those grants are improving performance.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)

2S1 Technical Skill Attainment

Action Steps to improve the performance

The following steps were implemented in FY16 and will continue in FY17 to close the gap for this indicator:

*Increase number of students tested

*Change testing vendor from a 3 class period option to a 1 class period option

Resources Needed

Technical assistance was accessed through a consult with Ginny Karbowski.

Timeline

FY17

Person(s) Responsible

PTC Consortium team / Becky Maki

How will progress be documented?

Data analysis

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

X

Describe any contextual factors that might contribute to this gap:

Low number of students tested skewed the percentage results.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

This topic was discussed at the Consortium meetings held throughout the year. The plan was communicated to all stakeholders at the secondary level.

Improvement Plan Supporting Documents (optional, not required)

Ginny Karbowski Notes from Meeting.pdf

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1)

5P1 Nontraditional participation

Action Steps to improve the performance

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

Resources Needed

Money, Marketing/Outreach materials, Presentations

Timeline

July 2016-May 2017

Person(s) Responsible

Jeff Miller

How will progress be documented?

Enrollment ISRS data, Performance Accountability Indicators

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

K-12 exposure

Describe any contextual factors that might contribute to this gap:

There are no clear reasons why this number is lower than projected. Pine County has the second lowest post-secondary attainment rate in the state.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

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

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 4

Indicator Number (i.e. 1S1 or 2P1)

5P2 Nontraditional completion

Action Steps to improve the performance

PTCC has a comprehensive plan to improve overall completion percentage in the college as a whole. We have implemented a Strategic Enrollment Management plan.

Resources Needed

Student Affairs/Advising/Tutoring/Peer Mentor/Money

Timeline

Fall 2016-May 2017

Person(s) Responsible

Jeff Miller

How will progress be documented?

Performance Indicators, IWITTS identified data points.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

The college as a whole has a low number here.

Describe any contextual factors that might contribute to this gap:

This is a national trend as economy improves completion percentage decreases. Students return and are employable.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

PTCC Strategic Enrollment Management plan.

Improvement Plan Supporting Documents (optional, not required)

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

During FY17, technical assistance was accessed by the secondary Perkins coordinator with Ginny Karbowski to improve the TSA scores and TSA delivery within the 6 secondary districts. The POS's were reviewed and updated. A new testing vendor was again accessed with much improved results in efficiency, designated class time for testing and positive reviews by instructors.

Nontraditional completion continues to be a challenge at the secondary level for the following reasons: Scheduling all the newly required courses decreases student choices in nontraditional courses, cuts in vocational programming at the secondary levels also restricts student choice. This topic has been discussed throughout the year with the goal of increasing female participation in Ag and Manufacturing courses and male participation in Child Dev and other FACS courses.

Related Improvement Plan documents

Upload any additional supporting documents here.

Ginny Karbowski Notes from Meeting.pdf

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Attachments

File Name	Description	File Size
Adv Mfg Advisory.pdf	Joint Advisory - Adv Manufacturing	45 KB
Carl Perkins Grant article (4).pdf	Newspaper article on secondary purchase of drone equipment	3.5 MB
EC Advisory FY18 - Sheet1.pdf	Joint Advisory - Early Childhood	35 KB
Perkins Equipment FY17 - Sheet1.pdf	Perkins Equipment FY17	34 KB

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

One of our goals has been to expand vocational programming within the 6 secondary districts. FY16 saw the unfortunate cut of the FACS program at one secondary district. Several meetings were organized by the Perkins secondary coordinator with the secondary site administration including the principal, FACS instructor and the district superintendent. Technical assistance was also accessed through MDE (Maxine Peterson). However, due to declining enrollement, cuts in core instruction staff, additional expenses in a bonding initiative and other budget constraints, the final decision was the elimination of the FACS program for the present time. Consensus was gained that the program would be revived if the budget allows in the future. The district fully recognizes the positive features of vocational courses for students and hopes to reignite the program in the future.

Rigorous Program of Study Components Rating Form

(Complete and submit rating form on Mnprogramsstudy.org by March 15, 2014)

Rating for the Rigorous Program of Study (POS) Components Scale: Level 1, Level 2, Level 3	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.		X	
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.		X	
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	X		
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.		X	
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.		X	
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.		X	
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.		X	
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.		X	
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework. no D	X		
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.			X

RPS in MnProgramsofstudy.org - Manufacturing Production Process Development

1) Currently in MnProgramofstudy.org

2) TSAs

- Ag Welding: Braham & Rush City
- PLTW: Pine City (Licensed in Manufacturing)

New Program of Study – Production

1) Go into MnProgramsofstudy.org & change it from Manufacturing Production Process Development

2) TSAs

- Ag Welding: Braham & Rush City
- PLTW: Pine City (Licensed in Manufacturing)

Change Business Management Information into Accounting

1) Go into MnProgramsofstudy.org & change it from Business Management to Accounting

RPS in MnProgramsofstudy.org - Manufacturing Production Process Development

1) Currently in MnProgramofstudy.org

2) TSAs

- Ag Welding: Braham & Rush City
- PLTW: Pine City (Licensed in Manufacturing)

New Program of Study – Production

1) Go into MnProgramsofstudy.org & change it from Manufacturing Production Process Development

2) TSAs

- Ag Welding: Braham & Rush City
- PLTW: Pine City (Licensed in Manufacturing)

Change Business Management Information into Accounting

1) Go into MnProgramsofstudy.org & change it from Business Management to Accounting

Advisory Committee - Adv. Mfg				
Faculty:	Julie Dillenburg			
Satterlund	Pam	715-866-4298	pams@nexengroup.com	
Ellis	Shawn	320-679-3018	shawne@ingenuityinmachining.com	
Phernetton	Nick	715-463-8300	NPhernetton@mcnally-industries.com	
Norris	John	320-629-2501	norris@atscott.com	
Opsahl	Chris	763-444-5064	chris.opsahl@arc-precision.com	
Schlichting	Timothy	320-629-4161	tschlichting@pinecity.k12.mn.us	
Doom	Greg	763-689-6035	gdoom@cambridge.k12.mn.us	
Seas	Blake	715- 866-6334	bseas@nexengroup.com	
Haselbauer	Joe		j.haselbauer@premierind.us	
Olson	Eric	320-358-4795	eolson@rushcity.k12.mn.us	

Rush City High School receives Carl Perkins grant

by Amy Doeun
Contributing writer

The Carl Perkins Career and Technical Education Act of 2006 is a principal source of federal funding to states and discretionary grantees for the improvement of secondary and postsecondary career and technical education programs across the nation.

The purpose of the act is to develop more fully the academic, career and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs," explained the Perkins Collaborative Resource Network.

Recently, Rush City High School was awarded funds to purchase a drone. Agriculture and shop teacher Eric Olson and business teacher Charlie Cook have the proper licensure to receive the grant.

The Post Review met with Principal Brent Stavig to talk about how this drone is already being



Zach Mell operating the drone.

used in the classroom.

"The idea (of the grant) is to promote career and technical education," Stavig said. "Mr. Olson teaches agriculture. The idea is to show them how they (drones) are used in the world of agriculture."

Things like crop growth, damage after a storm and the path of forest fires can all be monitored easily with a drone with minimal risk to human life. Drones can fly 4 miles from its controller and thousands of feet in the air.

One county recently purchased two drones for

\$40,000 that had infrared capabilities to add them in their search and rescue efforts. However, the drone purchased by the school cost a fraction of that.

"The technology is really getting affordable," Stavig said. "That drone was \$1,500, but you can purchase last year's model for \$500."

Zack Mell is a senior at Rush City High School. He hopes for a career as a heavy machine operator. He has been spending a lot of time learning how to use the drone. He said these skills can help him

to do surveys of future job sites.

"This grant was meant for exactly this type of thing — to get modern technology into the hands of our kids. ... It is amazing the uses for these drones," Stavig said. "It gives our kids the opportunity to get a leg up."

Cook hopes to use the drone for marketing in his business class, and the school plans to use it to take pictures at school events.

"The camera is remarkable," he said.

Photo by Amy Doeun

[illegible]

Perkins Equipment FY17					
Date	Equipment	Program	District	Cost	
4/13/17	Phantom 4Pro	AG	Rush City	1531	
12/13/16	Adobe Suite	Business	Braham	2075	
1/24/17	Virtual Business	Business	Mora	1195	
10/10/16	Fin Acct Curr	Business	Rush City	2010	20@100.50
6/15/17	Carpentry Car Inves	PC Vision	Pine City	2965	
6/15/17	Med Emerg Car Inves	PC Vision	Pine City	820	
6/15/17	Banking Car Inves	PC Vision	Pine City	743	
6/15/17	Crosley Dryer	FACS	Pine City	469	
6/15/17	Crosley Washer	FACS	Pine City	469	
6/15/17	2 Amana Refrigerators	FACS	Pine City	1378	
6/15/17	4 Crosely Ovens	FACS	Pine City	2756	
6/15/17	1 Awana Oven	FACS	Pine City	569	
6/15/17	1 Demo Table (Nasco)	FACS	Pine City	1266	