MINNESOTA STATE
Career and Technical Education

DEPARTMENT OF EDUCATION

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Pine Technical
Total Award Budget:	$228,892.59

Consortium Membership List

In the following table, list the college(s) and all secondary school districts and charter schools in your consortium. Please use the full, legal name for each entity.

Pine Technical and Community College	
Braham Area Schools (ISD#314)	
East Central Schools (ISD#2580)	
Hinckley-Finlayson Schools (ISD #2165)	
Mora Public Schools (ISD #0332)	
Pine City Schools (ISD #578)	
Rush City Schools (ISD #139)	
Willow River Area School (ISD #577)	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

The consortium utilized focus groups, surveys, advisory committees and small group meetings to gather information for the CLNA, as well as regional workforce data from DEED. The data was reviewed, analyzed and shared with the Perkins Leadership Team.

The document prepared covers a range of responses from secondary and postsecondary surveys aimed at evaluating the effectiveness of CTE programs. It includes feedback from students, parents, teachers, counselors, administrators, and industry partners. These surveys collectively emphasize the value of CTE in equipping students with practical skills necessary for the workforce and further education. They also highlight the areas needing improvement to enhance the accessibility, relevance, and integration of CTE programs with industry needs.

Top Five Strengths

1. Consistent CTE Offerings and Integration: CTE programs are noted for their consistent availability and integration with academic curricula, providing a stable platform for student engagement and learning.
2. Strong Administrative Support: There is notable strong support from school administration for CTE programs, which is crucial for their sustained operation and success.
3. Industry Collaboration: CTE programs have established collaborations with industry, ensuring that the education provided is relevant and meets current job market demands.
4. Access to Technology: There is an emphasis on the use of advanced technology and updated equipment in CTE programs, which prepares students for modern workforce requirements.
5. Support for Underrepresented Students: The consortium makes significant efforts to support underrepresented students, including scholarships and inclusive recruitment efforts, ensuring broad access to CTE opportunities.

Top Five Needs

1. Resource Allocation and Staffing: There are significant concerns regarding adequate funding and staffing, which impact the ability to maintain and expand CTE offerings.
2. Updated Facilities and Equipment: There is a need for modernization of labs and equipment to stay abreast of industry standards and educational requirements.
3. Expanded Professional Development: CTE staff require more comprehensive professional development to improve their teaching capabilities and stay updated with industry changes.
4. Increased Program Variety and Depth: There is a call for a wider variety of CTE courses that align more closely with fast-changing industry needs.
5. Improved Collaboration and Curriculum Development: Enhancing collaboration across educational sectors and updating the curriculum to include more relevant skills are seen as critical for the future success of CTE programs.

These strengths and needs reflect a strong foundation in CTE programming with clear areas for targeted improvements to meet evolving educational and industry demands.

Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Early Childhood Development and Services	Both	Y	Y	Y	113	29
Manufacturing Production Process Development	Both	Y	Y	Y	150	12
Animal Systems	Both	Y	Y	Y	75	0
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	23	17
General Management	**Both**	Y	Y	Y	54	34
Construction	**Both**	Y	Y	Y	62	2
Natural Resources Systems	**S-R**	Y	Y	Y	30	17
Restaurant and Food Beverage Service	**Both**	Y	Y	Y	28	4
Plant Systems	**S-R**	Y	Y	Y	64	3
Visual Arts	**Funding**	Y	Y	Y	23	10
Therapeutic Services	**Funding**	Y	Y	Y	Developing	119

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 X	3 ☐	4 X	5 ☐

A significant concern among all groups participating in the CLNA is the adequacy of facilities, equipment, and materials. Some responses explicitly state that the current resources are not sufficient to effectively deliver all CTE programs. The need for better-equipped facilities and updated technology is apparent to support the delivery of high-quality CTE education.

- "There is a need for modernization of labs and equipment to stay abreast of industry standards and educational requirements."

At the secondary and postsecondary levels, Perkins funds will be used to purchase equipment that meets standards of industry.

2. Strategies to address need:

At the secondary level, funds will be use to purchase equipment for new CTE programs such as Culinary Arts, Food Chemistry, Animal Science, and Digital Photography.

At the postsecondary level, funds will be used to purchase equipment for Healthcare, Construction, and Manufacturing programs.

3. Measurable Outcomes (report results in next APR):

CTE programs will have purchased industry-standard equipment that better prepares students for a job in their desired career field.

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Some groups were concerned about the availability of CTE courses and alignment with postsecondary options.
- "There are mentions of challenges or *limitations within the CTE programs, such as the availability of classes or alignment with post-secondary goals*, particularly for those aiming for four-year colleges or specific career paths."

- "Need a bigger variety of classes."

2. Strategies to address need:
The consortium will conduct an in-depth review of current POS and S-R POS to ensure alignment and identify opportunities to create new POSs, as well as identify opportunities to increase CTE offerings by building partnerships between secondary and postsecondary.

3. Measurable Outcomes (report results in next APR):
All S-R POS and POS will be reviewed to ensure alignment and identify opportunities for new programs of study.
A Culinary POS will be reviewed and work done to begin implementation.
A Construction POS will be reviewed and work done to re-develop current programming at the postsecondary level, to be implemented for Fall 2025.

NEED C:	**This Need is in Element(s):**				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 ☐
Currently, all students within the consortium have access to CTE programs offered at the secondary sites, however transportation, learning climate differences and schedule conflicts may be barriers to CTE participation. Non-traditional program enrollment gaps will be addressed by planning on-campus high school visit events, summer enrichment programs, and a CTE marketing campaign.					
5. Strategies to address need:					
The consortium will fund opportunities for youth to explore career and technical education programming and careers by hosting, scheduling, planning on-campus visits, high school visits, industry tours, etc.					
6. Measurable Outcomes (report results in next APR):					
Students will understand careers available in the region and postsecondary educational requirements, certifications, etc. that are needed to be successful in those fields.					

7. Provide additional narrative to address the following:

      a. **Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.**

The Pine Tech consortium will work on developing the following programs of study:
- Culinary/Hospitality (postsecondary level) – new program development
- Construction (postsecondary) – redesign to better align with industry needs
- Education (postsecondary) – redesign/new program development to better align with industry needs
- An Engineering Pathway will be piloted with Mora High School and a welding pathway will be piloted with East Central High School (both with PTCC)
- Culinary Arts
- Food Chemistry
- Animal Science
- Digital Photography
- Work-Based Learning

b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

The Pine Tech consortium will continue its work on CTE marketing and awareness. At the postsecondary level, funds will be allocated to develop a comprehensive CTE Marketing Strategy and Campaign to increase awareness of CTE opportunities in general and for specific programs.

The consortium will continue to collaborate on multiple initiatives to increase awareness of and access to CTE course offerings, including - but not limited to - organizing a middle school career fair, Pine County Manufacturing Month and CTE awareness events for high school students at the College. Additionally, the college will continue to pursue new opportunities to showcase CTE programs and courses, such a the Minnesota State High School Trap Shooting Championship, the Wisconsin State High School Trap Shooting Championship, the National High School Trap Shooting Championship, MACHE, FFA regional and national events, and others where secondary students are interested in exploring CTE programs and courses to participate in after high school graduation.

PTCC partners with secondary schools in our region to promote postsecondary CTE programs while students are still in high school, exploring different career paths. There are several initiatives to promote CTE, including, but not limited to; on-campus career exploration events such as Manufacturing Month (October) STEAM Day (spring), development of high school career academies (Auto, IT, Healthcare, Business, ASL, Manufacturing, EMS), and participation in regional career exploration events In addition, PTCC continues to develop Career Academies for high school students. These academies provide students the opportunity to explore future careers while earning college credit. Over the next two years, PTCC will partner with secondary schools to further enhance academy experiences by identifying opportunities for industry tours,
job-shadowing opportunities, etc., as well as identifying new academy opportunities. The development of a manufacturing academy will be re-evaluated, and expanding access to the EMS academy will be re-evaluated. PTCC will request assistance from system office staff to understand, interpret and analyze Perkins performance indicator data to gain a better understanding of performance gaps and develop strategies to address them, with one
intended outcome to increase participation of special populations in CTE opportunities.
The CLNA indicated support of the college's work to expand access to CTE programs through the college's scholarship programs which allow for students to attend PTCC 1-2 years tuition free with $1,000 for tools and supplies in CTE programs of study. That being said, surveys from postsecondary students indicated that their barriers to CTE education at high school, included having to meet

graduation requirements, lack of awareness, parental pressure, lack of support for non-traditional program enrollment. The consortium should continue to work on the CTE marketing campaign/counselor initiative to better promote and outline CTE pathways for students.

NOTE: Consortia must identify at least six State-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. Review the Minnesota Perkins V Operational Guide for more information.

Narrative 3: Collaboration with local workforce development boards and other local workforce agencies

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 X	3 ☐	4 ☐	5 ☐
According to the information and feedback received through the CLNA process from **secondary and postsecondary members, there is a need to increase awareness of CTE opportunities for all groups and specific CTE programs.**					
2. Strategies to address need:					
The consortium will work with CMJTS, Pine County, WIOA, and Department of Human Services in a number of ways that will increase awareness of CTE opportunities. Pre-Employment Transition Services (Pre-ETS): career exploration, work-readiness, and skills Empower Learning Center Alternative Program helps with students with Community Service Projects. Coordinate Manufacturing Month including college visits, industry tours, and industry speakers. Department of Human Services serving as a SNAP Employment and Training Provider. Collaborate to plan and implement a career and technical education career fair for middle school-aged students Coordinate the Pine County Manufacturing Day.					
3. Measurable Outcomes (report results in next APR):					
Students will understand careers available in the region and postsecondary educational requirements, certifications, etc. that are needed to be successful in those fields, as demonstrated by post event evaluations.					

NEED B:	This Need is in

	Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 X	3 ☐	4 ☐	5 ☐

2. Strategies to address need:
3. Measurable Outcomes (report results in next APR):

4. **Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:**
   a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

The consortium will support career investigation through MCIS, Speakers, Field Trips and site visits. All students, including alternative learners in alternative sites and SpEd students have access to Work Based Learning Programs. The Perkins Secondary Coordinator will provide technical assistance in communicating WBL programs for all students and assistance in including this in IEP's for special education students.

   b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.

The consortium will provide career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the CLNA through industry tours, campus visit, CTE marketing initiatives, summer enrichment opportunities, college and career fairs, and individual advising at both secondary and postsecondary levels.

   c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

The consortium will continue to work with CMJTS in a number of ways including the following:

Pre-Employment Transition Services (Pre-ETS): Provide high school students with career and post-secondary exploration assistance, work-readiness training, and skills instruction that will support self-advocacy. Working with Empower Learning Center Alternative Program (Hinckley) with students with Community Service Projects.

Partner with CMJTS and Pine County to coordinate Manufacturing Month activities, including college visits, industry tours, and industry speakers. Students are served on an individual basis through the Workforce Innovation and Opportunities Act (WIOA) and Minnesota Youth Program (MYP). Enrollees into these programs receive a variety of employment and training services, which may include services such as assistance to complete their diploma or GED, work-readiness training, career exploration, technical skills training, job search assistance, paid work experience placement, and on-the-job training.

The college will continue to work with SCRED to provide Adult Basic Education (ABE) services onsite at the college, provide test prep services for healthcare students (TEAS) and all students (Accuplacer) as well as provide a team teaching model in math, medical dosages, and measuring tool courses (others to be identified as necessary) to help students gain the foundational skills necessary to succeed in advanced coursework. PTCC will continue to work with the Department of Human Services as one of only a handful of post-secondary institutions in the state of Minnesota a serving as a SNAP Employment and Training Provider. This program provides low-income individuals additional resources necessary to remove barriers to access and success in CTE programs.

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Subtotal (line 3) and Secondary Subtotal (line 6) and enter that figure in Total (line 7). If there is no total or dollar amount in a line, enter Zero (0) in the corresponding spot.

	Workforce Center Collaboration	Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	2,000
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1,000
3.	**Postsecondary Subtotal**	3,000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	1,050
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	1,000
6.	**Secondary Subtotal**	2,050
7.	**TOTAL**	5,050

Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Strategies to address need:					
3. Measurable Outcomes (report results in next APR):					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 X	4 ☐	5 ☐
2. Strategies to address need:					

3. Measurable Outcomes (report results in next APR):

4. Provide additional narrative to address the following:
   a. **How will your consortium improve both the academic and technical skills of students in CTE programs?**
      - By strengthening the academic and career and technical components of such programs
      - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
      - To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

A critical area of concern that was highlighted in the CLNA was the need for professional development for CTE teachers. Many CTE teachers are the only one in their discipline and district professional development is not aligned with their needs. CTE teachers will need additional staff development to insure that their courses are standards based and designed to integrate academic and technical skills. This was a top area of growth articulated by administrators and teachers. Administrators are not always informed on current CTE standards and as demonstrated within the CLNA, they are looking for assistance. Perkins funds will be allocated for professional development to address this concern.

Pine Technical and Community College's (PTCC) career and technical education courses and programs require levels of performance by students appropriate to the degree or certificate they are awarded through alignment with Minnesota State Colleges and Universities (MinnState) and Minnesota Transfer Curriculum (MnTC) requirements, suggestions from advisory committees, and program reviews. Curriculum requirements for the various credential levels (Associate of Science (AS), Associate of Applied Science (AAS), Associate of Arts (AA), diploma, and certificate) are articulated by MinnState. Prior to implementation, new programs, new courses, and program and course revisions are approved by the Academic Affairs and Standards Council (AASC), a faculty-led standing committee that meets twice monthly during the academic year. Each program has a set of program outcomes driving the program's curriculum, and all courses in the program must be aligned to those outcomes. The College has developed program sequences for all programs, providing a guided pathway for students to move through their program of study. Prerequisites established for courses provide an automated guarantee that students are taking courses in the proper order, and thereby ensuring students learn foundational concepts prior to the more advanced. Courses often build to a capstone course, project, or activity that assesses student learning, ensuring students meet employer-driven skill requirements. Technical and professional programs align the education they deliver to industry needs through advisory committees.

In accordance with PTCC Program Advisory Committees Policy 238, all technical programs are required to host meetings annually to evaluate courses and outcomes within the program, respond to proposed changes, and propose changes themselves based upon their industry knowledge. Programs are reviewed on a five-year schedule to ensure outcomes align not only with industry and professional standards but also with PTCC Student Learner Outcomes (SLOs). Similarly, the review process assures course outcomes in the program's schedule adequately support the program outcomes. The outcomes of three of PTCC's

programs are currently accredited or certified by outside bodies, adding another layer of rigor and currency:

1. Automotive Technology – Automotive Service Excellence (ASE) certified and National Automotive Technicians Education Foundation accredited,
2. Licensed Practical Nursing - National League of Nursing Commission for Nursing Education (NLN CNEA) accredited, and
3. Associate Degree Nursing - National League of Nursing Commission for Nursing Education (NLN CNEA) accredited

End of program testing also occurs to show the required levels of learning for different programs. Advanced Manufacturing Technology, Early Childhood Development, Computer Programming, and Certified Nursing Assistant students are assessed through the National Occupational Competency Testing Institute, nursing students take the National Council Licensure Exam, and Technology students take the ASE certification.

PTCC will place additional emphasis on contextualizing curriculum in CTE courses and allocate professional development funds to implement sessions for postsecondary faculty within all CTE fields of study to align learning goals and strengthen the academic success of our students. Perkins funds will be used to provide professional development funds to faculty.

Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Postsecondary partners identified the need for increased counseling services to support CTE students in and out of the classroom for all CTE students especially those that fall into a special population category.					
2. Strategies to address need:					
The addition of a Psychologist position to provide short-term therapy / counseling services.					
3. Measurable Outcomes (report results in next APR):					
Students will demonstrate an increase in persistence and success, this will be reflected in increasingly positive performance indicators.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Organizing a middle school-level career fair is crucial for exposing students to various vocational pathways early on. Implementing such career fairs prioritizes career readiness at a younger age, advocating for program expansion and equitable access to career exploration opportunities for all students. Tracking participation and student outcomes enables schools to assess the impact of these fairs, ensuring they effectively promote inclusive pathways to future success.					
2. Strategies to address need:					

The Consortium will collaborate to plan and implement a career fair for middle school students.

3. Measurable Outcomes (report results in next APR):
Students will be aware of CTE career pathways and resources available to advance their knowledge. Students will provide Feeback to guide future events.

4. Provide additional narrative to address the following:

   a. **How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?**

   b. **How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?**

   c. **What new initiatives will you develop to better prepare CTE participants for non-traditional fields?**

   d. **How will you ensure members of special populations will not be discriminated against and have equal access to CTE?**

Summer Academy - Funds will be used at the postsecondary and secondary level to support the CTE Summer Academy at PTCC. This academy recruits nontraditional students in manufacturing, automotive, welding, information technology, construction and Health Care (and other areas as need/interest is identified).

The CLNA identified challenges for special populations including alternative students. ALC and SpEd teachers identified the following as challenges to CTE participation; class schedule conflicts, information and nontraditional learning styles. The Perkins Secondary Coordinator will provide technical assistance to Alternative learning instructors to insure that all students have current information regarding CTE programs and will also assist in creating schedules that work for alternative learners. The Perkins Secondary Coordinator will also provide technical assistance to Secondary SpEd instructors to insure that teachers and students are aware of all the CTE program opportunities offered and will also assist in creating schedules that work for special education students.

PTCC partners with secondary schools in our region to promote postsecondary CTE programs while students are still in high school, exploring different career paths. There are several initiatives to promote CTE, including, but not limited to; on-campus career exploration events such as STEAM Day (fall and spring), development of high school career academies (Auto, IT, Healthcare, Business, ASL, Manufacturing, EMS) taught by HS teachers or PTCC faculty, participation in regional career exploration events (such as Manufacturing Day in Chisago County) and on-campus career exploration events for specific schools or high school courses.

While PTCC has several resources and initiatives in place to remove barriers to CTE education for students in several special population groups, responses from the CLNA indicate that additional *"Academic support provided through more comprehensive student support is needed as funding allows. And "Tech faculty can be assigned an overwhelming amount of advisees, this makes individualized academic support challenging."* While there are contractual restrictions in place that require CTE faculty to provide academic advising to their students, the college will continue to work on addressing needs through resources offered through the Student Affairs and Student Success Teams. Professional Development funds will be allocated to implementing an Appreciative Advising model at the college, for staff and faculty advisors. Appreciative Advising is the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. It is perhaps the best example of a fully student-centered approach to student development.

Current initiatives are described below:
- Kick Start Scholarship – provides students from 9 area high schools, who are eligible for free and reduced lunch during their senior year of high school, one year of free tuition, plus up to a $1,000 stipend for books, tools, or supplies.
- Frandsen Family Scholarship - provides students from 4 area high schools, two years of free tuition, plus up to a $1,000 stipend for books, tools, or supplies.
- Workforce Development Scholarship – provides students with documented need a $2,500 scholarship in one of the following high-growth, high-demand disciplines: advanced manufacturing, automotive technology, early childhood education, health care sciences, or information technology.
- SNAP Employment and Training – provides SNAP-eligible students access to additional resources, support services, and a designated academic advisor while they are completing their degree at Pine.
- Transfer Center
- University Center
- Veterans Center

PTCC has dedicated staff focused on addressing the specific needs of special populations on campus The Student Success Coordinator, who serves as the campus' Chief Diversity Officer, Accessibility and Accommodations coordinator, and Equity and Inclusion Committee facilitator, helps to identify initiatives to help close the achievement gap for special populations.

The Student Success Advisor focuses on improving service to special populations, specifically identifying resources to help eliminate the achievement gap for low-income and first generation college students through initiatives such as the Kick-Start scholarship, SNAP 50/50 program, Emergency Assistance Grant, and by building partnerships with internal and external resources to help address the non-academic needs of students.

Transfer Specialist and Veterans Certifying Official

The college is also in the early stages of applying to offer a Trio program on-campus to better support the success of students from special populations.

Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1X	2 ☐	3 ☐	4 ☐	5 ☐
Work Based Learning opportunities at the secondary level are crucial for bridging the gap between academic knowledge and practical skills, ensuring students are well-prepared for the workforce. By integrating real-world experiences into the curriculum, such programs not only enhance student engagement but also attract learners who may otherwise be disinterested, thus addressing enrollment gaps and fostering a more inclusive educational environment.					
2. Strategies to address need:					
Implementing partnerships with local businesses and industries to offer apprenticeships or internships can provide college students with valuable work-based learning experiences, enhancing their skill sets and bridging the gap between academia and employment.					
3. Measurable Outcomes (report results in next APR):					
Students will demonstrate an increase in job readiness skills and a higher rate of successful employment placement upon graduation.					

NEED B:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Strategies to address need:					

3. Measurable Outcomes (report results in next APR):

4. Provide additional narrative to address the following:

   a. **Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels**.

   b. **Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.**

   c. **Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.**

CTE Secondary students have numerous options for experiential opportunities. Here are a few examples:

Mora Public Schools / Trade and Industry
- Northpost Manufacturing: T&I works closely with Northpost and have provided several student welders for full time employment in welding careers. We also partner with them to share materials.
- Dalkor Corporation: T&I created a student internship program providing welding internships for students.
- Northpost Manufacturing: T&I work closely with Northpost and have provided several student welders for full time employment in welding careers. We also partner with them to share materials.
- Dalkor Corporation: T&I created a student internship program providing welding internships for students.
- Central Fabrication: T&I work closely with them for student placement and development of a training for specific desired welding techniques that are useful to them to produce welders with the ability to weld light gauge ductwork materials.
- Harbor Freight Fellows: Last spring T&I was able to enroll one of our students in the Harbor Freight Fellows internship program in welding. This student earned scholarship dollars and valuable work experience to enhance his opportunities in a welding career.

Mora / Ag Program

- Sap Sucker Farms; Classes help them with planting, harvesting and processing vegetables and fruits.
- Ann River Winery; Classes assist with harvesting of grapes and prepping for the growing season.
- DNR Forestry Division; Creating a forestry day for students and DNR with our School Forest.
- MN Trout in the Classroom; Partnering up as they will provide rainbow trout eggs that we will raise and release.
- DNR Fisheries; Working with them to bring in experts on making fishing rods. 3&5th grade and Master Gardeners; Collaborating with a garden project and apple trees.

East Central EMT Program
- Students assist with Audio and Vision Screening for 1st, 2nd and 3rd grade students every year at East Central Elementary School Students work with other students in small groups to practice CPR, mannequin interactions and medical simulations. Students who complete the EMR course serve as First Responders at East Central High School Athletic Events.

Technical assistance will be requested from MDE Mary Berg to build quality and ensure equity of access in all WBL programs.

Students at the postsecondary level have access to work-based learning opportunities within their programs of study. Some examples include:
- Paid and unpaid internships (cyber security, welding)
- Clinicals (EMS, LPN, RN)
- Lab simulations with local business/industry partners (EMS)
- Practicums (Early Childhood)
- Paid internships/On the job course work (2nd year of Construction Technology)

The CLNA responses from area business and industry identified a strong desire to work with the schools to develop a trained work force. Business and industry expressed the need for stronger connections, internships, field / site visits, school visits and basic skill training needs.

NOTE: In Minnesota, work-based learning serves as a program quality indicator at the secondary level. Data for this indicator is collected from students enrolled in a Work Experience course (course code 97) that provides at least 40 hours of work experience. Experiential learning activities such as career fairs and job shadows are not captured in the performance indicator data.

Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
There is a need to maintain NACEP accreditation and continue to be aware of best practices in concurrent enrollment in order to increase course offerings at students No secondary funding in this narrative.					
2. Strategies to address need:					
Staff will be sent to the NACEP conference to gain valuable insight into establishing or maintaining NACEP accreditation. They will also focus on strategies to increase student participation in concurrent enrollment.					
3. Measurable Outcomes (report results in next APR):					
NACEP accreditation will be maintained or established There will be a 5% increase in student participation in concurrent enrollment					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Strategies to address need:					

3. Measurable Outcomes (report results in next APR):

4. Provide additional narrative to address the following:

   a. **What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?**

Opportunities exist for early college credit at all seven secondary sites. These opportunities include concurrent enrollment, postsecondary enrollment options, and advanced placement courses. PTCC has a robust College Credit in High School (CCHS) program that provides early college access to high school students.

During the 2023-2024 academic year, high school students registered for 9998 credits total. High school students are able to earn college credit through four CCHS models; traditional PSEO, Pine Academies (ITV), Concurrent Enrollment, and credit-based Customized Training (CECT) courses. Traditional PSEO and concurrent enrollment are the main models in which students earn college credit at Pine. 28% of all registered credits were in CTE courses, and 72% were in general education courses. This has remained relatively consistent with enrollment during the previous academic year. High school students have opportunities for early college credit in the following areas: Nursing, EMS, Business, Early Childhood Education, Advanced Manufacturing, Automotive, IT, Automated Systems, Construction, Welding and Human Services.

So, while the opportunities are abundant for early college credit, the consortium is committed to growing opportunities and creating more pathways from high school to postsecondary education. Feedback and discussion during the Career Prep Consortium meetings have identified a renewed interest in developing new opportunities for students, through collaboration with secondary and postsecondary by taking a regionalized approach. Specific feedback from the Career Prep Consortium members regarding expanding access to CTE opportunities
included the following ideas/suggestions that will be explored:
● Expanded space for CTE programs
● "Traveling" CTE classroom/lab
● Virtual simulation equipment (ie. virtual welders) onsite at high schools allowing rural districts to offer additional CTE academies/opportunities to students
● Mobile CNA lab to remove barriers for students to take the NATO exam
● Addition of culinary courses/programs
● Two week summer CTE enrichment program
● Professional development to get all teachers approved to teach (no tiers or waivers)

- More updated equipment
- Appropriate technology for Business/IT students who are taking PTCC Academy courses (PCs, not chromebooks)
- Implementation of a K-12 education/teaching foundations academy
- Reducing/eliminating the price of textbooks for Pine Academy courses

PTCC will continue to expand high school "Career Academies". The overall goal of these career academies is to increase opportunities for students to participate in career and technical education (CTE) opportunities that provide access to: college credit, pathways to industry recognized credentials, and exposure to in-demand career opportunities.

PTCC will also explore opportunities for team-teaching in areas where high school teachers do not meet MinnState's qualifications to teach a CTE course for concurrent enrollment.

Finally, PTCC will support**, using Perkins funds,** postsecondary staff and faculty to attend the National NACEP conference held in Florida October 2024. This conference will provide a professional development opportunity to learn best practices from around the United States in concurrent enrollment, early college, and dual credit programs.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.
1234

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 X	3 ☐	4 X	5 ☐

Expanded Professional Development: CTE staff require more comprehensive professional development to improve their teaching capabilities and stay updated with industry changes.

Addressing scheduling barriers in secondary education is vital for achieving equal access to Career and Technical Education (CTE) programs. By educating administrators and counselors about the significance of CTE courses based on our local survey data, schools can better understand workforce demands and identify gaps in access among student populations. This understanding enables advocates to prioritize CTE offerings in the school's schedule, advocating for program expansion and equitable access for all students. Tracking progress through data-driven decision-making allows schools to monitor and address remaining barriers, ultimately creating more inclusive pathways to success in CTE and beyond.

2. Strategies to address need:

Enhancing professional development opportunities for Career and Technical Education (CTE) staff is instrumental in bolstering the recruitment, retention, and training efforts for CTE professionals, particularly for those from underrepresented backgrounds. By investing in ongoing training initiatives, institutions can attract diverse talent, cultivate a supportive environment, and ensure that all staff members are equipped with the necessary skills and resources to excel in their roles within the field of CTE.

Secondary examples: CTE program specific professional development seminars and trainings, School Counselor and Administrator trainings and sessions, and Continuing Education workshops.

3. Measurable Outcomes (report results in next APR):

Staff and instructors will have completed professional development opportunities and implemented learning to better support students in CTE programs.

Due to trainings of school counselors and administrators we expect to see a 5% increase in secondary CTE concentrators

NEED B:	This Need is in Element(s):				
	1	2	3	4	5
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	☐	X	☐	X	☐

The CLNA clearly documented the need for increased professional development opportunities for support CTE professionals, specifically to better support students and support instructors in alignment to meeting the demands of the industry.

2. Strategies to address need:

At the postsecondary level, funds will be used to provide professional development opportunities in the following areas:
- Appreciative Advising
- Strongs – Career Development
- Support for Special Populations
- Professional Development for CTE Instructors
- NACEP National Conference – Early College

3. Measurable Outcomes (report results in next APR):

Staff and instructors will have completed professional development opportunities and implemented learning to better support students in CTE programs. This will result in increased performance.

NEED C:	This Need is in Element(s):				
	1	2	3	4	5
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	☐	X	☐	X	☐

Labs at the secondary and postsecondary have updated and industry standard equipment.

5. Strategies to address need:

Ensuring that labs at both secondary and postsecondary levels are equipped with updated and industry-standard equipment is essential for fostering a conducive learning environment and preparing students for the demands of modern industries. By investing in state-of-the-art facilities, institutions can attract top talent, enhance student engagement, and provide hands-on experiences that mirror real-world scenarios, ultimately bolstering recruitment, retention, and training efforts for educators and students alike.

At the secondary and postsecondary levels, funds will be used to purchase industry standard equipment for CTE courses and labs.

6. Measurable Outcomes (report results in next APR):

CTE programs will have purchased industry-standard equipment that better prepares students for a job in their desired career field.

7. Provide additional narrative to address the following:
   a. **Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.**

   b. **Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.**

A number of our CTE teachers have OFP or Tier 1, 2 or 3 CTE licenses. Perkins funds will be utilized to recruit and retain our CTE teachers through professional development and the portfolio licensure process. Areas of licensure will include WBL, Construction, Transportation and Manufacturing. Planning for this professional development began in FY22 with meetings with MDE, administrators, teachers and Perkins leaders. Implementation has begun and will
continue in FY23 to insure the retention of appropriately licensed CTE instructors.

Secondary counselors will be considered for professional development to attend the following events funded with Perkins dollars; ASCA Conference "Post Secondary Transitions", "Career & Programming", "Col/Career Success Week", "Col/Career Readiness", "Career Development" training, obtaining a guest speaker for Pathways & Careers designed for 9-12th grade students, Minnesota School Counselor Association Conference.

As addressed in the comprehensive local needs assessment, the largest barrier to recruiting and retaining postsecondary instructors is the restrictions on wages that can be offered through the Minnesota State faculty contract - they are often not competitive with business and industry.

Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1X	2 ☐	3 ☐	4 ☐	5 ☐
Based on the analysis completed during the CLNA, at the postsecondary level, the college should focus on increasing retention and placement for students of color, individuals from economically disadvantaged families, students preparing for non-traditional fields, as well as increasing credential attainment.					
2. Strategies to address need:					
At the secondary and postsecondary levels, Perkins funds will be used to provide additional professional development opportunities aimed at helping to close and/or improve performance gaps					
3. Measurable Outcomes (report results in next APR):					
Progress will be made towards closing and improving performance gaps.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 ☐
Currently, all students within the consortium have access to CTE programs offered at the secondary sites, however transportation, learning climate differences and schedule conflicts may be barriers to CTE participation. Additional professional development will be funded for staff to research and implement strategies to increase success and retention of economically disadvantaged students. Non-traditional program enrollment gaps will be addressed by planning on-campus high school visit events, summer enrichment programs, and a CTE marketing campaign.					
2. Strategies to address need:					

Perkins funds will be used to provide additional professional development opportunities aimed at helping to close and/or improve performance gaps, as well as to plan and implement on-campus high school events, summer enrichment programs and a CTE Marketing Campaign.

3. Measurable Outcomes (report results in next APR):
Progress will be made towards closing and improving performance gaps.

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 X

Based on the analysis completed during the CLNA, at the postsecondary level, the college should continue to focus on its strategies to improve and increase 3P1: Nontraditional Program Enrollment rates.

Through the CLNA process, information was also gathered regarding marketing initiatives relating to Career and Technical Education. While there was a general satisfaction with marketing for the college (the college did hit it's all time high enrollment during the 2023-2024 academic year!!), detailed responses underscore a need for more targeted and inclusive marketing strategies that not only address the general needs of the college but also focus on the specific requirements and strengths of individual programs. This could enhance the overall effectiveness of the college's outreach and support for various academic and administrative departments. Despite general satisfaction, there are concerns from some faculty about the specific adequacy of marketing for their programs, evidenced by comments like "inadequate marketing for my program."

2. Strategies to address need:
At the postsecondary levels, Perkins funds will be used to develop and implement a comprehensive CTE marketing strategy. New strategies will be implemented including digital advertising, social media advertising, and continued work on creating marketing materials/ads/campaigns featuring students enrolled in non-traditional programs. PTCC will participate in events to increase awareness of CTE opportunities, such as but not limited to local and regional FFA events, local and regional high school athletic events (such as trap shooting), events targeting students from special populations, etc.

3. Measurable Outcomes (report results in next APR):
3P1 rates continue to improve from Grant Year 2 (at that time PTCC had to implement an improvement plan). Enrollment increase see across all CTE programming

4. Provide additional narrative to address the following **if not already addressed in the table above**:

   a. <mark>What specific student group(s) were identified as having significant disparities or performance gaps?</mark>

The secondary indicator review showed positive progress towards meeting SDPL goals. However, the analysis below breaks down each indicator and identifies gaps at the micro level. While secondary meets and exceeds the overall SDPL's overall for 2024, there are gaps in rates for the groups identified below. The secondary CTE programs have an opportunity to focus on closing the gaps by focusing on placement for students in non-traditional fields.

1P1 Gaps
Race/Ethnicity:
Black or African American (-42.66%)
Hispanic or Latino (-17.66%)
Special populations:
Non-Traditional (-37.24%)
English Learners (-92.66%)
Homeless (-92.66%)
Youth in Foster care (-25.99%)

At the postsecondary level:
1P1 Gaps – 2024 reporting year
All groups were above the SDLP of 70.65% for Year 4, with the exception of the following;
- Race/Ethnicity:
  - Black or African American (42.86%, -27.79)
  - Hispanic or Latino (57.14%, -13.51)
  - Two or More Races (50.00%, -20.65)
- Special populations:
  - Individuals from economically disadvantaged families (65.79%, -4.86)
  - Individuals preparing for Nontraditional Fields (57.14%, -13.51)

2P1 Gaps – 2024 reporting year
All groups were above the SDLP of 51.32% for Year 4, with the exception of the following;
- Race/Ethnicity:
  - American Indian or Alaska Native (42.86%, -8.46)
- Career clusters:
  - Business Management and Administration (45.45%, -5.87)
  - Information Technology (26.09%, -25.23)

   b. **What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?**

A Perkins data deep dive will be scheduled with secondary and postsecondary staff to bring increased awareness to the disparities.

Additional professional development will be funded for staff to research and implement strategies to increase success and retention of economically disadvantaged students. Non-traditional program enrollment gaps will be addressed by planning on-campus high school visit events, summer enrichment programs, and a CTE marketing campaign. **These initiatives will be supported using Perkins funds.**

Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2X	3 ☐	4 ☐	5 ☐
The need for increased collaboration was referenced throughout the CLNA, and bringing awareness to Perkins data, regulations, funding structure, etc.					
2. Strategies to address need:					
With high turnover on the secondary administration side, Perkins leadership will schedule a Perkins 101 session in partnership with Minnesota State and MDE staff to provide an overview of the federal Perkins V law, consortium structure and governance and expectations of leaders, administrators and CTE staff.					
3. Measurable Outcomes (report results in next APR):					
Administrators and CTE staff will gain a more comprehensive understanding and knowledge of the federal Perkins law and participate regularly in consortium meetings and decision-making processes. The Pine Tech Perkins consortium operational guide will be reviewed, updated and distributed. Perkins funds will be used to support consortia leadership meetings in the fall and spring semesters.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Strategies to address need:					

3. Measurable Outcomes (report results in next APR):

4. Provide additional narrative to address the following:
    a. Describe your consortium's formal governance structure, including:
        ● How the consortium leadership is organized,
        ● Processes used for making financial decisions,
        ● Processes and structures in place to ensure secondary and postsecondary collaboration, and
        ● Communication systems in place to ensure all consortium members are continually informed.
        ● Note any areas of governance that are being developed or improved.

Rush City, East Central, Pine City, Mora, Braham, Hinckley Finlayson and Willow River are the secondary member districts. Pine Technical and Community College is the consortium's postsecondary partner. Each secondary district will select one representative that will be allowed to vote at consortium governance meetings; the district can send a substitute if the representative is unable to attend. These seven members will form the Pine Tech Perkins Consortium Governance Board. At the March meeting, each member will present the name of their representative. Only these representatives will be allowed to vote at consortium meetings. A general consensus or a simple majority vote of members is required for passage of agenda and expenditure items. The Postsecondary Perkins Coordinator and the Secondary Perkins Coordinator will facilitate the meetings but will not have voting privileges.

Secondary Financial Decision Process
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 Wage, High Skill, Local Market Needs

Review and Approval of Perkins Funding Requests

The Perkins Leadership Team meets in September to review and approve the funding requests for the secondary districts. Approved Expenditure Requests are sent out to the individual districts after the Fall Leadership Meeting.

Postsecondary Financial Decision Process
Requests for Perkins funds are built into the College's budget request process. The Budget Request process is the first step in preparing expense budgets for the following academic year. It is a transparent and consistent means of identifying incremental budget needs for all departments and programs. The Budget Request process begins in mid-February with a survey sent to all faculty and staff. The survey window is open through spring break.

Priority Guidelines for Approving Perkins Expenditures:
- Supporting special populations
- Increasing access to postsecondary education through dual-credit opportunities
- Career exploration initiatives
- Development of new CTE Programs and Programs of Study
- For equipment requests, priority is given towards the purchase of larger pieces of equipment in new CTE programs
- High Demand, High Wage, High Skill, Local Market Needs

Secondary funds will be utilized for the Secondary Perkins Coordinator position, mileage, consortium governance and the fiscal host administrative fee.

Narrative 11: Reserve Funds

Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
Reserve funds are needed to support hands on learning opportunities for students including but not limited to site visits, career fairs, CTE program specific excursions, and the CTE Summer Academy.					
Reserve Category: ☐ Performance Gaps X Develop or Improve POS/CTE programs					
2. Strategies to address need:					
To enhance hands-on learning experiences, educators can implement diverse strategies such as organizing site visits to relevant industries, hosting career fairs featuring professionals from various fields, arranging program-specific excursions within Career and Technical Education (CTE) pathways, and continuing to offer the CTE Summer Academy.					
3. Measurable Outcomes (report results in next APR):					
Students will gain practical knowledge, industry insights, and networking opportunities, fostering a deeper understanding of real-world applications within their fields of study.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Reserve Category: ☐ Performance Gaps ☐ Develop or Improve POS/CTE programs	
2. Strategies to address need:	
3. Measurable Outcomes (report results in next APR):	

4. Provide additional narrative to address the following:

   a. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

   b. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

Collaborative areas of focus: Performance Gaps and Programs of Study.

One of the focus areas of need identified in our CLNA was the development of additional Career Guidance information for parents and students. Perkins will address this need developing the following strategies, **post program placement is also identified as a performance concern.** Secondary counselors will participate in a year of planning to review the PPP data and to develop and implement improvement plans including developing collaborative career investigation events such as Epic. **Funds have been requested for a FY23 Career Pathways Event in Rush City - $4202.72. This event will address the PPP performance gap concern.**

Funds will also be used to purchase equipment and supplies for developing new programs of study; Health Science, Interior Design, Culinary and Engineering and Technology. Health Science has been in the planning stage and received the Expanding MN HS CNA Grant grant fund in FY22. Perkins will leverage funds in FY23 with the MN HS CNA grant to launch the program - **$5000 for equipment.** Several FCS programs are planning on transitioning their Foods program from a home focus model to a culinary arts industry aligned model. There is a start up need for industry grade equipment and support to make this transition happen including an industry grade refrigerator / freezer - $8416. The Engineering and Technology is a developing POS that can align with the new Applied Engineering program at Pine Technical and Community College. The developing programs will be submitted for S-R POS in FY23. The results of this investment will be to develop S-R POS' to meet our labor market needs and student interest.

Postsecondary funds will be used to support the continued expansion of the PTCC Summer Academy, focusing on improving 3P1 rates and encouraging non-traditional program enrollment. Funds will support faculty instruction and equipment and supplies needed to run the 3-4 day academy experience.

Perkins-Funded Positions

Submit the following with your application materials:
- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

Required Documentation

These required documents must be submitted with your Perkins V Local Application:
1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)

Minnesota State
Career and Technical Education

DEPARTMENT
OF EDUCATION

PERKINS V
COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	Pine Tech

Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.

Briefly describe the process used to complete the CLNA (type your summary in the space below):

We conducted extensive surveying to the following stakeholder groups:
- secondary students,
- secondary parents,
- secondary teachers,
- secondary counselors,
- secondary administrators,
- secondary school boards,
- postsecondary students,
- postsecondary administrators,
- postsecondary staff,
- industry partners,
- and the local community.

We also evaluated local economic data from sources such as DEED and Real Time Talent.

What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations[1];
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

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[1] *The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.*

Please indicate the key partners involved in the completion of this needs assessment:

Name	Role	Group Represented
Seth Zeltinger	Chamber Director	Community Leaders and Industry Partners
Diana Ristamaki	Central MN Jobs and Training	Community Leaders and Industry Partners
Marc Johnson	Director	Community Leaders and Industry Partners
Bruce Williams	Smart Mentor	Community Leaders and Industry Partners
Joel Virtue	Chamber Director	Community Leaders and Industry Partners
Melanie Benjamin	MLB Executive Dr	Community Leaders and Industry Partners
Jennifer Gahbow	ML Band Youth Leader	Community Leaders and Industry Partners
Carlos Merrill	ML Band Youth Leader	Community Leaders and Industry Partners
Cheyanne Peet	ML Band Youth Leader	Community Leaders and Industry Partners
Stanley Nayquonabe	ML Band Youth Leader	Community Leaders and Industry Partners
Jenna Maciej	Chamber Director	Community Leaders and Industry Partners
Melissa Bettendorf	Chamber Director	Community Leaders and Industry Partners
Becky Schueller	Chamber Director	Community Leaders and Industry Partners
JoAnn Belau	Chamber Director	Community Leaders and Industry Partners
Pete Spartz	Chamber Director	Community Leaders and Industry Partners
Brent Switzer	Willow River Mayor	Community Leaders and Industry Partners
Ken Gagner	Superintendent	High School Administrators/School Board Members
Shawn Kuhnke	Principal	High School Administrators/School Board Members
Connie Gelle	Braham School Board	High School Administrators/School Board Members
Kayla Hagfors	Braham School Board	High School Administrators/School Board Members

Katie Kunshier	Braham School Board	High School Administrators/School Board Members
Allison Londgren	Braham School Board	High School Administrators/School Board Members
David Shockman	Braham School Board	High School Administrators/School Board Members
John Swanson	Braham School Board	High School Administrators/School Board Members
Mike Thompson	Braham School Board	High School Administrators/School Board Members
Carmen Carpenter	Principal	High School Administrators/School Board Members
Stef Youngberg	Superintendent	High School Administrators/School Board Members
Julie Domogalla	EC School Board	High School Administrators/School Board Members
Judy Loken	EC School Board	High School Administrators/School Board Members
Angie Presley	EC School Board	High School Administrators/School Board Members
Genevieve Swenson	EC School Board	High School Administrators/School Board Members
Rich Thomsen	EC School Board	High School Administrators/School Board Members
Val Kunze	ALC Coordinator	High School Administrators/School Board Members
Angela Grochowski	Hinckley Finlayson School Board	High School Administrators/School Board Members
Heather Hanson	Hinckley Finlayson School Board	High School Administrators/School Board Members
Toby Hickle	Hinckley Finlayson School Board	High School Administrators/School Board Members
Leo Irlbeck	Hinckley Finlayson School Board	High School Administrators/School Board Members
Shelly Skaff	Hinckley Finlayson School Board	High School Administrators/School Board Members
Jodi Storlie	Hinckley Finlayson School Board	High School Administrators/School Board Members
David Ubl	Hinckley Finlayson School Board	High School Administrators/School Board Members
Jonathan Horbacz	Curriculum Director	High School Administrators/School Board Members

Kim Henke	Principal	High School Administrators/School Board Members
Brian Masterson	Superintendent	High School Administrators/School Board Members
Karen Felger	ALC Director	High School Administrators/School Board Members
Emily Kringen	Superintendent	High School Administrators/School Board Members
Brent Nelson	Principal	High School Administrators/School Board Members
Darcy Qual	Curriculum Director	High School Administrators/School Board Members
Deb Hallin	Mora School Board	High School Administrators/School Board Members
Matthew Heggernes	Mora School Board	High School Administrators/School Board Members
Dakota Helmbrecht	Mora School Board	High School Administrators/School Board Members
Kenneth Mattson	Mora School Board	High School Administrators/School Board Members
Scott Moe	Mora School Board	High School Administrators/School Board Members
Amy Schultz	Mora School Board	High School Administrators/School Board Members
Cami Babolik	PC School Board	High School Administrators/School Board Members
James Foster	PC School Board	High School Administrators/School Board Members
Tim Geisler	PC School Board	High School Administrators/School Board Members
Becci Palmblade	PC School Board	High School Administrators/School Board Members
Dan Peterson	PC School Board	High School Administrators/School Board Members
Lezlie Sauter	PC School Board	High School Administrators/School Board Members
Kari Hasz	ALC Director	High School Administrators/School Board Members
Heather Peterson	Student Services Coordinator & Registrar	High School Administrators/School Board Members
Cindy Stolp	Superintendent	High School Administrators/School Board Members

Laura Yehlik	Principal	High School Administrators/School Board Members
Brent Stavig	Superintendent	High School Administrators/School Board Members
Janet Wagener	Principal	High School Administrators/School Board Members
Rory Roth	Rush City School Board	High School Administrators/School Board Members
Kenneth Lind	Rush City School Board	High School Administrators/School Board Members
Matt Meissner	Rush City School Board	High School Administrators/School Board Members
Kristin Papke	Rush City School Board	High School Administrators/School Board Members
William Schmidt	Rush City School Board	High School Administrators/School Board Members
Teri Umbreit	Rush City School Board	High School Administrators/School Board Members
Jocelyn Rydberg	Vision Program Coordinator	High School Administrators/School Board Members
Melissa Johnson	Principal	High School Administrators/School Board Members
Bill Peel	Superintendent	High School Administrators/School Board Members
Bruce Bohaty	Willow River School Board	High School Administrators/School Board Members
Crystal Davis	Willow River School Board	High School Administrators/School Board Members
Susan Grill	Willow River School Board	High School Administrators/School Board Members
Connie Mikrot	Willow River School Board	High School Administrators/School Board Members
David Prachar	Willow River School Board	High School Administrators/School Board Members
Sonya Roach	Willow River School Board	High School Administrators/School Board Members
Staci Kuhnke	Counselor	High School Counselors
Cassie Gaede	Counselor	High School Counselors
Katie Hartl	Counselor	High School Counselors

Emily Kringen	Counselor	High School Counselors
Sarah Ellstrom	Counselor	High School Counselors
Eric Olson	Counselor	High School Counselors
Samantha Stroschein	Counselor	High School Counselors
Anne Knutson	Counselor	High School Counselors
Kelly Ketchum	Counselor	High School Counselors
Tracy Fix	Ag Teacher	High School Teachers
Kari Murell	Business Teacher	High School Teachers
Rebecca Swanson	Business Teacher	High School Teachers
Mara Koolmo	SpEd Teacher	High School Teachers
Jane Johnston	SpEd Teacher	High School Teachers
Jane Johnston	SpEd Teacher	High School Teachers
Sarah Johnston	SpEd Teacher	High School Teachers
Kevin Burgess	ALC Teacher	High School Teachers
Nicoel Webinger	ALC Teacher	High School Teachers
Mark Nelson	Manufacturing / Welding Teacher	High School Teachers
Ashley Nelson	FACS Teacher	High School Teachers
Mavis Degerstrom-Hanley	SpEd Teacher	High School Teachers
Missy Ecklund	SpEd Teacher	High School Teachers
Barb Michalski	SpEd Teacher	High School Teachers
Roxann Winter	SpEd Teacher	High School Teachers

Katie Bork	SpEd Teacher	High School Teachers
Shawanda Jibben	SpEd Teacher	High School Teachers
Jenny Masterson	SpEd Teacher	High School Teachers
Kristie Ronchetti	SpEd Teacher	High School Teachers
Jennifer Rush	SpEd Teacher	High School Teachers
Ashley Johnson	Manufacturing / Welding Teacher	High School Teachers
Katie Kreger	FACS Teacher	High School Teachers
Joe Ranger	Robotics Instructor	High School Teachers
Lesley Graham	ALC Teacher	High School Teachers
Lesley Graham	WBL Teacher	High School Teachers
Jennifer Mccauley	Ag Teacher	High School Teachers
Kevin Nolt	Business Teacher	High School Teachers
Joshua Norby	Construction	High School Teachers
Lindsey Peterson	FACS Teacher	High School Teachers
Dean Sand	Welding/Manufacturing	High School Teachers
Angela Baker	SpEd Teacher	High School Teachers
Debbie Bursell	SpEd Teacher	High School Teachers
Jennie Ellingson	SpEd Teacher	High School Teachers
Kari Mattson	SpEd Teacher	High School Teachers
Michael Schnabel	SpEd Teacher	High School Teachers
Jason Sjoberg	SpEd Teacher	High School Teachers

Ashley Espeseth	ALC Teacher	High School Teachers
Tom Kloeckl	ALC Teacher	High School Teachers
Jared Eichten	Ind Tech Teacher	High School Teachers
Dylan Kringstad	Business Teacher	High School Teachers
Sara Roubinek	FACS Teacher	High School Teachers
Tim Schlicting	Manufacturing / Welding Teacher	High School Teachers
James Foster	SpEd Teacher	High School Teachers
Michelle Linnell	SpEd Teacher	High School Teachers
Kathleen Lundgren	SpEd Teacher	High School Teachers
Jessica Pangerl	SpEd Teacher	High School Teachers
Ryan Stumne	SpEd Teacher	High School Teachers
Heather Sward	SpEd Teacher	High School Teachers
Amanda Wimmer	SpEd Teacher	High School Teachers
Abby Zemek	SpEd Teacher	High School Teachers
Bernadette Campbell	FACS Teacher	High School Teachers
Eric Olson	Ag Teacher	High School Teachers
Randy Thill	Business Teacher	High School Teachers
Dirk Anderson	SpEd Teacher	High School Teachers
Dirk Anderson	SpEd Teacher	High School Teachers
David Crowell	SpEd Teacher	High School Teachers
Cynthia Fiedler	SpEd Teacher	High School Teachers

Annie Sundin	SpEd Teacher	High School Teachers
Sarah Kloeckl	SpEd Supervisor	High School Teachers
Amy Chatt	ABE Teacher	High School Teachers
David Jackson	SpEd Supervisor	High School Teachers
Kate Krakrenski	SpEd Supervisor	High School Teachers
Jami Kritzeck	ABE Instructor	High School Teachers
Steven Wagner	SpEd Supervisor	High School Teachers
Nicole Woodward	ABE Coordinator	High School Teachers
Nicole Woodward	SpEd Director	High School Teachers
Ruby Olsen	SpEd Teacher	High School Teachers
Cody Schmitz	SpEd Teacher	High School Teachers
Kaylee Schmitz	SpEd Teacher	High School Teachers
Rick Frentress	Construction /Mfg Teacher	High School Teachers
Caleb Jensen	Business Teacher	High School Teachers
Tara Prachar	Ag Teacher	High School Teachers
Majella Coil	SpEd Teacher	High School Teachers
Amanda Eckerman	SpEd Teacher	High School Teachers
Susan Henkel	SpEd Teacher	High School Teachers
Candice Lund	SpEd Teacher	High School Teachers
Bambi Neumann	SpEd Teacher	High School Teachers
Mike Colestock	VP ASA/Dean - CTE	Postsecondary Administrators, Staff, and CTE Faculty

Julie Dillenburg	Faculty - Precision Machining	Postsecondary Administrators, Staff, and CTE Faculty
Gavin House	Faculty - Business Programs	Postsecondary Administrators, Staff, and CTE Faculty
Chris Keeler	Faculty - Gunsmithing and Firearms Technology	Postsecondary Administrators, Staff, and CTE Faculty
Jami Kritzeck	SCRED	Postsecondary Administrators, Staff, and CTE Faculty
Colton Lourey	Faculty - Welding Technology	Postsecondary Administrators, Staff, and CTE Faculty
Kristin Madigan	Faculty - Nursing	Postsecondary Administrators, Staff, and CTE Faculty
Jacob Mans	Faculty - Construction Technology	Postsecondary Administrators, Staff, and CTE Faculty
Chris Morgan	Faculty - Cyber Security	Postsecondary Administrators, Staff, and CTE Faculty
Kevin Muramatsu	Faculty - Gunsmithing and Firearms Technology	Postsecondary Administrators, Staff, and CTE Faculty
Greg Pardun	Faculty - Automotive Technology	Postsecondary Administrators, Staff, and CTE Faculty
Therese Salber	Dean - Liberal Arts and Health Sciences	Postsecondary Administrators, Staff, and CTE Faculty
John Singh	Faculty - EMS	Postsecondary Administrators, Staff, and CTE Faculty
Rita Watson	Faculty - Human Services Eligibility Worker	Postsecondary Administrators, Staff, and CTE Faculty
Doug Wickstrom	Faculty - Automated Systems Technology	Postsecondary Administrators, Staff, and CTE Faculty
Mark Zierden	Faculty - Automotive Technology	Postsecondary Administrators, Staff, and CTE Faculty
Jim Berntson	CLA	Postsecondary Administrators, Staff, and CTE Faculty
Sarah Golon	Faculty - Nursing	Postsecondary Administrators, Staff, and CTE Faculty
Kim Hodson	Faculty - Nursing	Postsecondary Administrators, Staff, and CTE Faculty
Janice Hofschulte	Faculty - Early Childhood	Postsecondary Administrators, Staff, and CTE Faculty
Darren Lund	CLA	Postsecondary Administrators, Staff, and CTE Faculty

Gerald Musielewicz	Faculty - Applied Engineering	Postsecondary Administrators, Staff, and CTE Faculty
Brittany Rappl	Faculty - Nursing	Postsecondary Administrators, Staff, and CTE Faculty
Jeff Tuckner	Faculty - Construction/Applied	Postsecondary Administrators, Staff, and CTE Faculty

The Pine Tech Consortia also created surveys that were shared with secondary administrators for high school students, and parents. The postsecondary student survey was emailed to all students enrolled in career and technical education courses for the fall semester at PTCC. Additionally, a website was developed and paid social media ads were created to get additional information from the local community

Website:
https://pine.edu/perkins/

CAREER AND TECHNICAL EDUCATION
COMMUNITY INPUT

Pine Technical and Community College is seeking input from our community members, parents, and business leaders to help us improve Career and Technical Education (CTE) opportunities for high school and college students in our region. We are asking various groups to complete brief surveys (5-10 minutes) to help us gather information that will help inform the strategic direction of Career and Technical Education opportunities for students in our region.

WHAT IS CAREER AND TECHNICAL EDUCATION?

Today's cutting-edge, rigorous and relevant career and technical education (CTE) programs prepare youth and adults for a wide range of high-wage, high-skill, high-demand careers.

WE NEED YOUR HELP!

The Perkins V law now requires local Perkins Consortia to conduct a Comprehensive Local Needs Assessment (CLNA). The purpose of the Comprehensive Local Needs Assessment is to identify areas of strength, weaknesses, and gaps in CTE programs, as well as to inform and/or validate the future direction of CTE programs. The local Perkins consortia (see below) is administering surveys to gather information from key stakeholder groups in the region to help inform and guide our next Perkins application.

We are asking that you take some time to reflect on the CTE programs that are offered in our region (at the local high schools and post-secondary institution) and complete the survey below. It is crucial that we receive surveys with complete information in order for our consortia to remain eligible for financial assistance through the Perkins V law. **The surveys will remain open until January 31.**

SURVEYS

HIGH SCHOOL STUDENT	PARENT/GUARDIAN	EMPLOYER/COMMUNITY

Pine Technical & Community College
January 10 · 🌐

PTCC is seeking input from our community members, parents, and business leaders to help us improve Career and Technical Education (CTE) opportunities for high school and college students in our region!

We are asking various stakeholder groups to complete brief surveys (5-10 minutes) to help us gather information that will help inform the strategic direction of CTE opportunities for students in our region.

Visit https://pine.edu/perkins/ on your smart phone or other device and select the survey that fits your demographic.

Your Input Needed...

Pine Technical & Community College

PINE.EDU
Perkins - Pine Technical and Community College
Career and Technical Education Community Input Pine Technical and Com...

Learn more

Prioritizing Needs (Optional)

The form below may be used to assign a numerical prioritization of the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete Priority rows depending on the number identified.

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

Narrative Tracking Matrix (Optional)

The form below may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete rows depending on the number of needs identified for each element.

Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)	5 = Special Populations (Pops)	9 = Performance Gaps (Gaps)
2 = Programs of Study (POS)	6 = Work-based Learning (WBL)	10 = Consortium Governance (Gov)
3 = Workforce Innovation Opportunity Act (WIOA)	7 = Early Postsecondary Credit Opportunities (PS)	11 = Reserve Funds (Res)
4 = Integrated Academic & Technical Skills (Skills)	8 = Support to Professionals (Prof)	

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A:											
Need B:											
Need C:											
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A:											
Need B:											
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A:											
Need B:											
Need C:											
Need D:											
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A:											
Need B:											
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A:											
Need B:											
Need C:											
Need D:											

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

- Performance Indicator data can be found in these sources:
    - Secondary Secure Reports
    - Postsecondary PowerBI Reports
    - Annual Consortium Indicator Report on the Perkins Consortia webpage

In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

The secondary indicator review showed positive progress towards meeting SDPL goals. However, the analysis below breaks down each indicator and identifies gaps at the micro level. While secondary meets and exceeds the overall SDPL's overall for 2024, there are gaps in rates for the groups identified below. The secondary CTE programs have an opportunity to focus on closing the gaps by focusing on placement for students in non-traditional fields.

1P1 Gaps
Race/Ethnicity:
Black or African American (-42.66%)
Hispanic or Latino (-17.66%)
Special populations:
Non-Traditional (-37.24%)
English Learners (-92.66%)
Homeless (-92.66%)
Youth in Foster care (-25.99%)

Overall, the postsecondary indicator review showed positive progress towards meeting SDPL goals. However, the analysis below breaks down each indicator and identifies gaps at the micro level.

While the college meets and exceeds the overall SDPL in 1P1 overall for 2024, there are gaps in 1P1 rates for the groups identified below. The college has an opportunity to focus on two areas specifically to close the gaps, increasing postsecondary retention and placement for students of color and individuals in non-traditional fields.

1P1 Gaps – 2024 reporting year
All groups were above the SDLP of 70.65% for Year 4, with the exception of the following;
- Race/Ethnicity:

- - Black or African American (42.86%, -27.79)
    - Hispanic or Latino (57.14%, -13.51)
    - Two or More Races (50.00%, -20.65)
- Special populations:
    - Individuals from economically disadvantaged families (65.79%, -4.86)
    - Individuals preparing for Nontraditional Fields (57.14%, -13.51)

2P1 Gaps – 2024 reporting year
All groups were above the SDLP of 51.32% for Year 4, with the exception of the following;
- Race/Ethnicity:
    - American Indian or Alaska Native (42.86%, -8.46)
- Career clusters:
    - Business Management and Administration (45.45%, -5.87)
    - Information Technology (26.09%, -25.23)

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A:

Based on the analysis completed during the CLNA, at the postsecondary level, the college should focus on increasing retention and placement for students of color, individuals from economically disadvantaged families, students preparing for non-traditional fields, as well as increasing credential attainment in students in Business Management and Administration, as well as Information Technology.

At the secondary and postsecondary levels, Perkins funds will be used to provide additional professional development opportunities aimed at helping to close and/or improve performance gaps.
(Application; Narrative 9, Performance Gaps)

E1-Need B

Currently, all students within the consortium have access to CTE programs offered at the secondary sites, however transportation, learning climate differences and schedule conflicts may be barriers to CTE participation. Additional professional development will be funded for staff to research and implement strategies to increase success and retention of economically disadvantaged students. Non-traditional program enrollment gaps will be addressed by planning on-campus high school visit events, summer enrichment programs, and a CTE marketing campaign.

(Application; Narrative 9, Performance Gaps, Narrative 2 – Programs of Study, Narrative 3 – Collaboration with Workforce)

E1-Need D

Based on the analysis completed during the CLNA, at the postsecondary level, the college should continue to focus on its strategies to improve and increase 3P1: Nontraditional Program Enrollment rates.

At the postsecondary levels, Perkins funds will be used to develop and implement a comprehensive CTE marketing strategy.
(Application; Narrative 9, Performance Gaps)

ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of *Minnesota's Comprehensive Local Needs Assessment Guide.*

Minnesota defines size, scope and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)
- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.
- **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand**: Occupations that are identified in DEED's Occupation in Demand index and/or through the Comprehensive Local Needs Assessment

In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

According to information received from the CLNA process, all key groups consulted collectively emphasize the value of CTE in equipping students with practical skills necessary for the workforce and further education. They also highlight the areas needing improvement to enhance the accessibility, relevance, and integration of CTE programs with industry needs.

The overall themes support that the Pine Tech Consortia has strong and robust programs meeting the requirements of Size, Scope and Quality.

1. Consistent CTE Offerings and Integration: CTE programs are noted for their consistent availability and integration with academic curricula, providing a stable platform for student engagement and learning.
2. Strong Administrative Support: There is notable strong support from school administration for CTE programs, which is crucial for their sustained operation and success.
3. Industry Collaboration: CTE programs have established collaborations with industry, ensuring that the education provided is relevant and meets current job market demands.
4. Access to Technology: There is an emphasis on the use of advanced technology and updated equipment in CTE programs, which prepares students for modern workforce requirements.
5. Support for Underrepresented Students: The consortium makes significant efforts to support underrepresented students, including scholarships and inclusive recruitment efforts, ensuring broad access to CTE opportunities.

Many teachers note that CTE courses and programs are consistently offered each year and often highlight the integration of CTE with core academic subjects as a strength. Teachers discussed strengths of their CTE programs, such as consistent offerings and extra-curricular support. The responses suggest that at least some schools feel confident about their CTE programs, with strong administrative support being a key factor. Responses also indicate a sense of pride and potential in CTE programs, indicating a belief in their ability to be exemplary.
- "CTE courses and/or programs are consistently offered every school year"
- "I actually think we're doing pretty well. We have strong support from administration and a dedicated staff."
- "I really think we have a fabulous opportunity to show what a strong CTE program can look like.

Counselors emphasize CTE as crucial for preparing students not just academically but practically for the workforce or further education. This reflects an understanding of the changing job market and the need for practical skills alongside academic knowledge. The emphasis on teaching unique skills suggests that counselors value CTE for its role in providing a broad-based education. It helps fill gaps in traditional education models by offering hands-on experiences and real-world applications. Counselors overwhelmingly recognize the importance of CTE in high schools. Here are some recurring themes:
- CTE is considered crucial for preparing students for work, careers, or college after high school.
- CTE courses provide unique skill sets not typically available in other classes.
- CTE programs are highly valued and respected within schools and communities

- "CTE is a pathway to work/career/college after high school."
- "Teaches each student skills that they do not have an opportunity to learn in other classes."

Secondary administrators noted that CTE courses and programs are "consistently offered with academic courses," indicating that CTE is well integrated with the regular curriculum. This highlights a strength in providing continuous CTE opportunities alongside academic education. Additionally, there was Satisfaction with the range and effectiveness of CTE offerings, including courses that provide college credit or work-based learning experiences.
- "CTE courses and/or programs are consistently offered with academic courses."
- "College in the schools, Concurrent Enrollment, PSEO"
- "Approved work-based learning program supervised by our CTE staff."

In addition to these strengths, the process also highlights the areas needing improvement to enhance the accessibility, relevance, and integration of CTE programs with industry needs.

1. Resource Allocation and Staffing: There are significant concerns regarding adequate funding and staffing, which impact the ability to maintain and expand CTE offerings.
2. Updated Facilities and Equipment: There is a need for modernization of labs and equipment to stay abreast of industry standards and educational requirements.
3. Expanded Professional Development: CTE staff require more comprehensive professional development to improve their teaching capabilities and stay updated with industry changes.
4. Increased Program Variety and Depth: There is a call for a wider variety of CTE courses that align more closely with fast-changing industry needs.
5. Improved Collaboration and Curriculum Development: Enhancing collaboration across educational sectors and updating the curriculum to include more relevant skills are seen as critical for the future success of CTE programs.

Common areas for improvement include the need for more collaborative curriculum planning across districts, better professional development for CTE educators, and updated CTE facilities. There is a clear call for ongoing development and support to ensure CTE educators are well-equipped and programs remain cutting-edge. Responses also focused on what could be improved, such as inter-district collaboration and updating facilities.

Counselors also identified gaps and opportunities for CTE programming at the secondary level:
- Schools may need to continue expanding CTE offerings to align with emerging career fields.
- There could be an increased focus on integrating technology and soft skills development into CTE curricula.

Secondary administrators pointed out areas needing improvement, such as the need to "Increase the number of CTE courses offered" and "Expand learning spaces." This suggests a desire for growth in CTE offerings and infrastructure. There was also a need for resources such as equipment and collaboration with local businesses
- "Increase the number of CTE courses offered"

- "Promote collaboration among different education sectors."
- "Ability to attend conferences and collaborate with business leaders is available to CTE staff."
- "CTE Equipment, CTE learning spaces, CTE Technology"

Need 1:
A significant concern among teachers, parents and administration is the **adequacy of facilities, equipment, and materials**. Some responses explicitly state that the current resources are not sufficient to effectively deliver all CTE programs. The need for better-equipped facilities and updated technology is apparent to support the delivery of high-quality CTE education.

- "There is a need for modernization of labs and equipment to stay abreast of industry standards and educational requirements."

Need 2:
Another identified area of improvement was **awareness of CTE opportunities at the secondary and postsecondary levels.**
Secondary parents' feedback was generally positive, emphasizing the practical benefits of CTE, but also pointing out areas where schools could *enhance their offerings and communication* to better meet the needs of students and align with industry demands.

- "There is a need to provide more program-specific marketing to increase awareness of our program"
- ""It would be great if _____ (name redacted) schools took a more proactive role in promoting CTE programs.

Need 3:
Additionally, some groups were concerned about the availability of **CTE courses, alignment with postsecondary options** and industry connections, and others had concerns regarding adequate funding and staffing, which impact the ability to **maintain and expand CTE offerings**.

Teachers emphasize the importance of collaboration with local businesses, industries, and other educational institutions to ensure that CTE programs align with workforce needs and standards. There's a need for more structured partnerships and clearer accountability mechanisms to enhance the relevance and efficacy of CTE programs. Many responses pointed to the need for collaboration with external entities and clear accountability structures.

- "Collaborate with other educational partners and business/industry to ensure programs meet local workforce needs"
- "There are mentions of challenges or limitations within the CTE programs, such as the availability of classes or alignment with post-secondary goals, particularly for those aiming for four-year colleges or specific career paths.

Industry partners emphasized the strength in community partnerships, particularly with on-site student experiences in various facilities like healthcare, however, they also identified opportunities to expand on existing partnerships to create better pathways from school to work.

- Increased Collaboration: Several respondents mentioned the need for increased collaboration between schools, colleges, and industries.
- Internships and Job Shadowing: There's a clear call for more internships (both paid and unpaid) and job shadowing opportunities to give students real-world experience.
- Career Education: Some responses suggest that discussing career opportunities at an early age and educating students about different fields could be beneficial.

These insights suggest a need for stronger collaboration and communication between educational institutions and industries, with practical exposure for students to bridge the gap between school and work effectively. This could involve more structured partnerships, advisory roles, and hands-on learning opportunities through internships and shadowing.

At the postsecondary level, CTE concentrators have increased by 27.9% in the last five years (285 in 2020 to 330 in 2024), and the college has added the following programs within the last 5 years to meet the demand of local and regional business and industry: Emergency Medical Services, Applied Engineering, Automated Systems Technology, Welding Technology, and most recently, Construction Technology. Many of our CTE programs offered include "stackable credentials" allowing students to earn a certificate, diploma, and degree. This is beneficial to students in cases that they may intend to pursue a 2 year degree, but need to stop out after 1 year, in which case they would still earn a diploma. Our advisory boards, consisting of postsecondary faculty and staff, secondary teachers, and business and industry representatives remain strong, and provide the insights necessary to ensure PTCC's programs remain relevant to the needs of the industry. These insights assist the college in creating programs, revising programs, and in some cases, closing programs. The CLNA also indicated support of the college's work to expand access to CTE programs through the college's scholarship programs which allow for students to attend PTCC 1-2 years tuition free with $1,000 for tools and supplies in CTE programs of study. The CLNA also indicated the need to continually update equipment to match the needs of industry.

PRIORITIZED NEEDS **Element 2: Program Size, Scope, and Quality to meet the needs of all students**
E2-Need A: A significant concern among teachers, parents and administration is the adequacy of facilities, equipment, and materials. Some responses explicitly state that the current resources are not sufficient to effectively deliver all CTE programs. The need for better-equipped facilities and updated technology is apparent to support the delivery of high-quality CTE education. ● "There is a need for modernization of labs and equipment to stay abreast of industry standards and educational requirements." **At the secondary and postsecondary levels, Perkins funds will be used to purchase equipment that meets standards of industry.** *(Application; Narrative 2, Programs of Study)*
E2-Need B: According to the information and feedback received through the CLNA process from **secondary and postsecondary members, there is a need to increase awareness of CTE opportunities for all groups and specific CTE programs.** **Funds will be used to continue CTE Marketing Initiatives and Awareness Opportunities at the Secondary and Postsecondary Levels** *(Application; Narrative 3, Collaboration with Local Workforce)*
E2-Need C: Additionally, some groups were concerned about the availability of CTE courses and alignment with postsecondary options. ● "There are mentions of challenges or *limitations within the CTE programs, such as the availability of classes or alignment with post-secondary goals*, particularly for those aiming for four-year colleges or specific career paths." ● "Need a bigger variety of classes." **The consortium will conduct an in-depth review of current POS and S-R POS to ensure alignment and identify opportunities to create new POSs, as well as identify opportunities to increase CTE offerings by building partnerships between secondary and postsecondary.** *(Application; Narrative 2, Programs of Study)*
E2-Need D **Expanded Professional Development:** CTE staff require more comprehensive professional development to improve their teaching capabilities and stay updated with industry changes. **At the secondary and postsecondary levels, Perkins funds will be used to provide professional development opportunities for teachers, faculty, and staff.** *(Application; Narrative 8, Support to Professionals)*

ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

Overall, the CLNA showcased the strong support of and connection with local business and industry partners, demonstrating a strong connection between education and career.

- "Our advisory boards are crucial in keeping the curriculum up to date with current industry standards, which significantly benefits our students and ensures the program's relevance."
- "By meeting twice a year with our industry partners, the advisory board effectively addresses the evolving needs and ensures regular updates."
- "The advisory board's diverse composition, including CTE leaders and industry experts, allows it to effectively support and provide critical guidance to our programs."
- "The feedback from advisory board meetings directly influences the strategic direction of our programs, ensuring they meet industry demands and educational standards."

These themes highlight various aspects of how the advisory boards operate and contribute to the effectiveness of the consortium's CTE programs.

Secondary administrators specifically emphasized the importance of having state-approved CTE courses that are practical and directly beneficial for students' future careers, indicating a focus on ensuring that CTE programs are not only available but also relevant and of high quality. Responses suggest strong efforts to align CTE programs with current industry demands and workplace readiness.

- "CTE courses and/or programs are consistently offered and align with current industry demands." (Q8)

At the postsecondary level, information received from the CLNA reflects a multifaceted approach by the college to support students in bridging the gap between education and employment. The college actively facilitates job opportunities through structured events and resources:

- "PTCC provides career building workshops (resume building, cover letter building, etc.). PTCC also has a job board where local business can post open positions."

Responses also indicated the emphasis on creating industry links and networking opportunities that potentially lead to internships and employment, and clearly show the provision of direct support in preparing for employment through structured workshops.

- "via networking with faculty and local area manufacturers"

- "PTCC provides career building workshops (resume building, cover letter building, etc.). PTCC also has a job board where local business can post open positions."

Finally, *responses* encapsulate the integration of technology with traditional networking and mentorship to enhance employment outcomes for students.
- "The College provides access to Handshake (a professional networking app for recent grads), we host career/employment fairs, we also provide internships and clinical experiences which provide direct access to employment opportunities. Faculty also mentor students through the use of their own professional networks."

PRIORITIZED NEEDS
Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A:

According to DEED data there is a need for foodservice and hospitality workers, healthcare workers, laborers, construction workers, teaching assistants, and those in the manufacturing fields. These all meet the criteria for at least two of the following: high-wage, high-skill, and high-demand. This information was further supported through surveys conducted of local employers. In summary, there is a need to develop and continue to support programs of study in culinary/hospitality, construction, education, and manufacturing fields.

At the postsecondary level, develop a new CTE programs and courses, including, but not limited to, Culinary Arts, Construction, Early Childhood, Intro to Education, to meet the needs of the Regional Workforce and create a SRPOS within the consortium.

(Application Narrative 2, Programs of Study)

E3-Need B

Career and Technical Education (CTE) programs are consistently offered alongside academic courses, indicating strong integration. This setup supports continuous CTE opportunities, critical for alignment and articulation across secondary and postsecondary education. CTE programs are well-integrated with academic curricula, enhancing employability skills through practical applications and work-based learning experiences. This suggests a robust framework for incorporating relevant academic, technical, and employability skills at every learner level. The consortium appears to have a framework for credit transfer, as indicated by the existence of concurrent enrollment and college credit options through CTE courses. This demonstrates an established pathway for students to earn and articulate credit across educational transitions. The structure of the CTE programs, including options like concurrent enrollment, indicates that there are multiple entry and exit points for students, which is beneficial for accommodating diverse student needs and timelines. The document confirms that secondary students have opportunities to earn dual/concurrent enrollment credits through CTE programs, which is crucial for early exposure to postsecondary education and easing the transition for students.

Based on these findings, the Perkins consortia are encouraged to continue strengthening these aspects of their POS. Additionally, focusing on explicit communication about recognized credentials and detailed support mechanisms for student retention could further enhance the effectiveness and appeal of these programs.

The consortium should conduct a comprehensive evaluation of CTE Programs of Study to evaluate effectiveness, alignment, student retention, student transfer, and credential attainment.

(Application Narrative 4, Integrated Academic and Technical Skills)

ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

According to information received from the CLNA process a significant concern among teachers is the adequacy of facilities, equipment, and materials. Some responses explicitly state that the current resources are not sufficient to effectively deliver all CTE programs. The need for better-equipped facilities and updated technology is apparent to support the delivery of high-quality CTE education. Comments often touched on the adequacy of facilities, equipment, and materials.

Common areas for improvement include the need for more collaborative curriculum planning across districts, better professional development for CTE educators, and updated CTE facilities. There is a clear call for ongoing development and support to ensure CTE educators are well-equipped and programs remain cutting-edge. Responses also focused on what could be improved, such as inter-district collaboration and updating facilities.

Responses from secondary administrators indicate challenges related to resource allocation, including funding and staffing, which affect the ability to maintain or expand CTE programs. Specific issues mentioned include the need for more CTE teachers and the struggle with scheduling CTE staff for core courses.
- "Please help me fund and find curriculum for new tech."
- "Current CTE staff scheduled to core courses."
- "Please help me fund and find curriculum for new CTE courses."
- "Class schedule constraints"
- "Lack of District/school funding"
- "Increase the number of CTE courses offered"
- "Provide more CTE-specific professional development"

The college takes the following actions to improve recruitment and increase the number of qualified females, racial/ethnic minorities, individuals with disabilities, and veterans in the applicant pool:
- Place advertisements of job opportunities through the State of MN Career site (https://mn.gov/mmb/careers/search-for-jobs/).

- Advertise jobs on the Higher Education Recruitment Consortium (HERC) website to increase applications of qualified individuals. HERC shares their postings with approximately 100 other websites.
- Pine Technical and Community College will use low cost approaches to ensure we are recruiting a diverse applicant pool using email advertisements to historically underserved communities and people with disabilities. This will be accomplished by creating a mailing list to local community, tribal groups and career services in the area.
- Analyze the Campus search process through an equity lens ensuring the process is culturally aware and providing equal access to all applicants.
- Continue to consider female, racial/ethnic minorities, individuals with disability, and veteran applicants for all positions for which they qualify.
- Advertise the Connect 700 program to attract qualified individuals with disabilities by providing a link to MMB's web site.
- Continue to use the EEO tag line on all job postings and advertisements.
- Continue to publish recruitment media depicting individuals that represent protected groups.
- Review/evaluate job postings to eliminate non-inclusive language.

Despite the efforts above, there are notable barriers to recruiting quality CTE instructors as noted through the following responses: "My only concern is finding enough technical faculty to teach the growing number of students when industry pay is significantly higher than what education pays." And "Credentialing CTE faculty, particularly those with diverse backgrounds, continues to be a challenge because of the State's credentialing requirements."

Additionally, the CLNA noted concerns regarding the barriers to accessing professional development opportunities. Four broad themes were highlighted.

1. Time Constraints
- "Time", "Busy teaching schedules make it challenging to attend professional development activities."

2. Funding Issues
- "No funding for faculty professional development." "In addition, many professional development activities are expensive (more than what faculty receive for professional development dollars)."

3. Administrative Support
- "A lack of administrative support and understanding of how to provide comprehensive professional development, especially relating to the growing diversity of our community."

4. Schedule Overload
- "Busy teaching schedules make it challenging to attend professional development activities."

Various concerns and observations were also expressed about the adequacy of funding, facilities and equipment in relation to current industry practices within Career and Technical Education programs. The need for updated labs and equipment to match industry standards was noted throughout the CLNA process:

- "Some programs need better labs in order to function properly..."
- "We use old equipment, but the students learn the material..."
- "Does not meet industry standards."
- "The classroom and student experiences (I.e. supplies, resources, and practical application) need to be revisited and revised."
- "Equipment can be modernized and/or added upon to further evolving educational goals and requirements."
- "we have a strong CTE offering, the challenge is staying relative to fast moving technology and equipment."
- "As program expenses rise, the State's funding model has not kept pace. Alternative funding sources are a welcome source of funding relief."
- "Technology and information is always expanding in CTE programs and the added expense related to that is good, but can always be more."
- "Local schools, employers, and community members rely on the education services that our college provides. Additional funding would allow us to serve more students and connect them with high educational opportunities that lead to successful careers."
- "Pine is developing a new Culinary program. We will need start up equipment. It would be a good area for this new program."

Postsecondary students even highlighted the needs for more funding and updated equipment to
- Need for More Space
  - "If we had more space it would be easier to have practical's."
- Increased Budget and Resources
  - "Have a bigger budget to be able to purchase new machines."
  - "Bigger labs with new technology."

These themes highlight both the perceived adequacies and challenges in funding CTE programs, reflecting on needs for modernization, adaptation to rising expenses, technological advancement, and community engagement. Each theme captures a distinct aspect of the broader funding and resource environment for postsecondary CTE programs.

PRIORITIZED NEEDS
Element 4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups

E4-Need A:

Expanded Professional Development: CTE staff require more comprehensive professional development to improve their teaching capabilities and stay updated with industry changes. Increase professional development opportunities for faculty and staff

Enhancing professional development opportunities for Career and Technical Education (CTE) staff is instrumental in bolstering the recruitment, retention, and training efforts for CTE professionals, particularly for those from underrepresented backgrounds. By investing in ongoing training initiatives, institutions can attract diverse talent, cultivate a supportive environment, and ensure that all staff members are equipped with the necessary skills and resources to excel in their roles within the field of CTE.

At the secondary and postsecondary level, increase professional development opportunities for CTE professionals and staff.
(Application Narrative 8, Support to Professionals)

E4-Need B:
Making sure labs at the secondary and postsecondary have updated and industry standard equipment.

Ensuring that labs at both secondary and postsecondary levels are equipped with updated and industry-standard equipment is essential for fostering a conducive learning environment and preparing students for the demands of modern industries. By investing in state-of-the-art facilities, institutions can attract top talent, enhance student engagement, and provide hands-on experiences that mirror real-world scenarios, ultimately bolstering recruitment, retention, and training efforts for educators and students alike.

At the secondary and postsecondary levels, funds will be used to purchase industry standard equipment for CTE courses and labs.
(Application Narrative 8, Support to Professionals)

ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

The CLNA also indicated support of the college's work to expand access to CTE programs through the college's scholarship programs which allow for students to attend PTCC 1-2 years tuition free with $1,000 for tools and supplies in CTE programs of study. That being said, surveys from postsecondary students indicated that their barriers to CTE education at high school, included having to meet graduation requirements, lack of awareness, parental pressure, lack of support for non-traditional program enrollment. The consortium should continue to work on the CTE marketing campaign to better promote and outline CTE pathways for students.

Responses highlight **efforts to ensure that CTE promotion is inclusive and free from bias, indicating a proactive approach to make these programs accessible to all students, regardless of background**. Some responses hinted at engagement with local communities and industries, which is vital for making CTE relevant and aligned with local economic needs. Responses indicate that schools actively promote and support CTE through various initiatives:
- Schools offer a wide range of CTE classes that cater to diverse student interests and goals.
- Information about CTE is delivered uniformly to all students during registration periods, ensuring that it is accessible and free from bias.
- "Offering and promoting a wide variety of CTE classes, such as having all 7th graders take IT, FACS, etc."
- "Our CTE courses are offered and encouraged to all students."

Counselors also identified gaps and opportunities for CTE programming at the secondary level indicating that schools may benefit from stronger partnerships with local businesses and industries to ensure that CTE programs remain relevant and provide meaningful opportunities for students. They also **identified the need for continuous training for counselors and educators on inclusivity and unbiased promotion of CTE** could enhance student participation.

Additionally, counselors identified several barriers that prevent students from engaging fully with CTE programs. The mention of class schedule constraints points to structural issues within schools that can limit CTE access, such as inflexible timetables or insufficient class periods dedicated to CTE. They also recognized at-home factors as barriers suggests counselors are aware of the broader socio-economic challenges that influence educational choices.
- Timing and availability of courses can limit participation.
- Some schools face challenges related to funding or staffing that impact the delivery of CTE programs.
- Issues such as parental involvement and socio-economic conditions also play a role.
- "Some courses, especially construction type courses, require specific periods or longer times than available."

- "At-home factors (parental involvement, income, etc.)"

Schools might need to consider alternative scheduling models to accommodate CTE programs without conflicting with core academic requirements. Enhanced support systems, such as scholarship programs or transportation services, could help mitigate socio-economic barriers.

Guidance methods employed by schools to encourage CTE enrollment include a heavy reliance on recommendations by counselors, teachers, and parents underscores the importance of advocacy and personalized guidance in student enrollment decisions. However, the encouragement for student self-nomination reflects a push towards fostering autonomy and aligning educational choices with personal interests and career aspirations.
  o Counselors, teachers, and parents play a significant role in recommending CTE courses to students.
  o Students are also encouraged to nominate themselves based on their interests and career aspirations.

There might be a need for more comprehensive counselor training to ensure that students receive informed and unbiased recommendations about CTE. Schools could enhance mechanisms for student feedback and self-directed learning opportunities to better tailor CTE programs to student interests.

At the postsecondary level, information received through the CLNA provides examples of how the college intentionally recruit students from all communities, how the college ensure that Career and Technical Education (CTE) courses and programs are accessible to underrepresented students, and resources provided for Underrepresented Students. That data supports that the college provides comprehensive financial support for students through various scholarship models, practices inclusive recruitment strategies, ensures adequate support services for students, and offers a comprehensive CTE program of study, include access to multiple modes of delivery to ensure access to education to all students. The themes highlight the focus on financial aid, proactive recruitment strategies, comprehensive support services, and the fostering of a welcoming campus environment to ensure equity and inclusion for underrepresented students in their academic pursuits.

Additionally, the CLNA affirmed that support is offered, demonstrating a consensus across different administrative and academic roles about the availability of student support services. Academic advising is emphasized, with a faculty member noting: "Students are provided with an academic advisor who guides them." This points to a structured approach to academic guidance. However, despite broad support, the availability of specialized services like counseling is noted to be limited: "Onsite counselor (but only there part time)". This indicates a potential area for improvement in providing consistent counseling services.

More detailed explanations for how the college offers student support reveal a comprehensive and multi-layered approach, including the following:
1. **Comprehensive Academic Support:**
   - "Students are provided with an academic advisor who guides them." - Emphasizes a personalized guidance approach.
   - "Academic support center, tutoring center" - Shows institutional support structures for academic assistance."
2. **Personalized and Specialized Support:**

- "Onsite counselor (but only there part time), faculty advising" - Points to availability of counseling, though limited.
- "Each student has both a success advisor and an academic advisor." - Illustrates dual support systems.
- "We strive to help each student be successful in their chosen program of study and we work as a team to help them reach their goals."

3. *Active Career and Professional Development:*
   - "internships, industry tours, career days" - Demonstrates active efforts to connect students with career opportunities.
   - "Our institution provides access to online career resources and mentoring." - Expands on digital and mentorship resources.

4. *Support for Special Populations:*
   - "Counseling, Disability services, library, Student Services" - Highlights inclusivity in student support services.
   - "Has part time counselor, has student success advocates." - Additional resources for personalized guidance.
   - "Our classes show students I can take a college course and be successful. I feel this gives students the courage to move on to other courses we have to offer here on campus."

These responses underscore the college's commitment to supporting students through a variety of channels, including academic advising, career development, and personalized counseling. However, the recurring mention of part-time counselors suggests that there might be a need for more consistent counseling availability to better meet student needs. This variety of support structures reflects a proactive approach to student success but also highlights areas where enhancements could be beneficial.

Through the CLNA process, information was also gathered regarding marketing initiatives relating to Career and Technical Education. While there was a general satisfaction with marketing for the college (the college did hit it's all time high enrollment during the 2023-2024 academic year!!), detailed responses underscore a need for more targeted and inclusive marketing strategies that not only address the general needs of the college but also focus on the specific requirements and strengths of individual programs. This could enhance the overall effectiveness of the college's outreach and support for various academic and administrative departments. Despite general satisfaction, there are concerns from some faculty about the specific adequacy of marketing for their programs, evidenced by comments like "inadequate marketing for my program."

- **Program-Specific Concerns:** Responses highlight a common theme of marketing materials failing to adequately promote specific programs, as one respondent states, "INADEQUATE MARKETING FOR MY PROGRAM."
- **Lack of Program Emphasis:** Another respondent notes, "There is a lack of emphasis to promote my program effectively."
- **Need for Expansion:** A respondent suggests a need for broader reach: "We are always looking to expand our marketing efforts."
- **General vs. Specific Marketing:** The focus on college-wide marketing rather than program-specific needs is seen as a limitation: "Marketing is for the entire college and limited program-specific marketing."

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 5: Progress towards equal access to CTE programs for all students

E5-Need A:

Through the CLNA process, information was also gathered regarding marketing initiatives relating to Career and Technical Education. While there was a general satisfaction with marketing for the college (the college did hit it's all time high enrollment during the 2023-2024 academic year!!), detailed responses underscore a need for more targeted and inclusive marketing strategies that not only address the general needs of the college but also focus on the specific requirements and strengths of individual programs. This could enhance the overall effectiveness of the college's outreach and support for various academic and administrative departments. Despite general satisfaction, there are concerns from some faculty about the specific adequacy of marketing for their programs, evidenced by comments like "inadequate marketing for my program."

At the secondary and postsecondary levels, funds will be used to implement a comprehensive CTE marketing strategy focused on specific CTE programs, courses, and to continue improvements made on closing performance gaps.
(Application Narrative 9, Performance Gaps)

E5-Need B
Scheduling barriers at secondary level - working with counselors and admin
Career Fairs
Addressing scheduling barriers in secondary education is vital for achieving equal access to Career and Technical Education (CTE) programs. By educating administrators and counselors about the significance of CTE courses based on our local survey data, schools can better understand workforce demands and identify gaps in access among student populations. This understanding enables advocates to prioritize CTE offerings in the school's schedule, advocating for program expansion and equitable access for all students. Tracking progress through data-driven decision-making allows schools to monitor and address remaining barriers, ultimately creating more inclusive pathways to success in CTE and beyond.

At the secondary level, funds will be used to provide additional professional development opportunities directly related to CTE for Counselors and Administration.
(Application Narrative 8, Support to Professionals)

E5-Need D
Organizing a middle school-level career fair is crucial for exposing students to various vocational pathways early on. Implementing such career fairs prioritizes career readiness at a younger age, advocating for program expansion and equitable access to career exploration opportunities for all students. Tracking participation and student outcomes enables schools to assess the impact of these fairs, ensuring they effectively promote inclusive pathways to future success.

The Consortium will collaborate to plan and implement a career fair for middle school students.
(Application Narrative 3, Collaboration with local Workforce Development Boards)

E5-Need E

Increasing support for Special populations is crucial to continue the work at the postsecondary levels to close and improve performance gaps. Through the CLNA process stakeholder responses underscore the college's commitment to supporting students through a variety of channels, including academic advising, career development, and personalized counseling. However, the recurring mention of part-time counselors suggests that there might be a need for more consistent counseling availability to better meet student needs. This variety of support structures reflects a proactive approach to student success but also highlights areas where enhancements could be beneficial.

Specialized Counseling Availability; Despite broad support, the availability of specialized services like counseling is noted to be limited: "Onsite counselor (but only there part time)". This indicates a potential area for improvement in providing consistent counseling services.

Postsecondary Funds will be used to support a new position on campus.
(Application Narrative 3, Collaboration with local Workforce Development Boards)

Pine Tech Perkins Consortium: Comprehensive Local Needs Assessment

Contents

Secondary Surveys

Key Partners Survey:

Secondary Students
(60 responses)

Secondary Parents
(106 responses)

Secondary Teachers
(35 responses)

Secondary Counselors
(8 responses)

Secondary Administrators
(9 responses; 2 superintendents and 7 principals)

Secondary School Boards
(5 responses)

Secondary Students

The survey contains responses from high school students about their perspectives on Career and Technical Education (CTE).

Themes

Here are the top themes and representative quotes based on the analysis of survey responses related to Career and Technical Education (CTE) from high school students:

1: Participation in CTE

Many students are actively participating in CTE programs, but the level of engagement varies.

- "I have taken 1 CTE class."
- "I plan to take 4 or more CTE classes."

2: Skills Acquired in CTE Classes

Students recognize a variety of skills they've acquired through CTE classes, emphasizing both technical and soft skills.

- "CTE classes taught me how to communicate clearly, how to read with understanding, and how to manage a budget."
- "I learned how to work and get along with others in a work environment."

3: Perception of CTE

CTE programs are perceived positively, being seen as important and respected within the school and community.

- "CTE classes are important to me and are respected by other students and my community."
- "CTE is providing hands-on learning and is a pathway to a work/career/college after high school."

4: Future Plans Related to CTE

Students' future plans vary, with many considering further education in CTE fields and others still undecided.

- "After I graduate from high school, my plan is to attend a community or technical college in a CTE field of study."
- "Not sure what my plans are."

Summary of Responses

These insights demonstrate the value and impact of CTE programs from the students' perspectives. The quotes are indicative of the broader sentiments about the utility and appreciation for CTE, highlighting its role in skill development, future career planning, and overall educational experience.

Secondary Parents

The survey data includes responses to various questions, each focusing on different aspects of Career and Technical Education (CTE) from the perspective of high school parents.

Themes

Based on the sampled open-ended responses, here are the main themes that emerge from the survey data:

1. Value of CTE Programs

Parents express a clear recognition of the value and importance of Career and Technical Education programs in preparing their students for future careers, by providing practical skills and hands-on experiences that are valuable in the workforce, and their appreciation for the direct application of these skills to various career fields. This includes statements about the practical skills gained and the readiness for post-high school opportunities.

- "CTE classes are so important for our students!"

2. Opportunities for Advancement
Some responses highlight the opportunities CTE programs provide, including access to college credit courses (PSEO, AP) and preparation for higher education in technical fields. The feedback also indicates that CTE programs offer significant opportunities for students to advance in both academic and career paths. This includes taking advanced placement courses and gaining early exposure to college-level work.

- "Student is taking CIS, AP and PSEO classes through high school which aligns well with the CTE program."
- "My child was extremely introverted to the point of almost dropping out, but with the hands-on opportunities from CTE, she's thriving and looking forward to college."

3. Challenges and Limitations
Some parents have noted specific challenges related to scheduling and the accessibility of CTE classes, which can limit student participation, particularly for those interested in concurrent enrollment options like PSEO (Postsecondary Enrollment Options). There are mentions of challenges or limitations within the CTE programs, such as the availability of classes or alignment with post-secondary goals, particularly for those aiming for four-year colleges or specific career paths.

- "Unable to benefit from PSEO classes as they are offered during school hours."

4. Suggestions for Improvement
Parents suggest that there could be improvements in the variety and depth of CTE courses offered. They desire more alignment with industry needs and better information dissemination about the programs.

- "Need a bigger variety of classes."
- "It would be great if _____ (name redacted) schools took a more proactive role in promoting CTE programs."

5. Specific Career Paths
Parents mention specific career paths related to CTE, demonstrating the diversity of interests and fields students are preparing for, which range from healthcare to heavy equipment operation.

- "Four-year university with PhD research objectives"
- "Join the 49ers - heavy equipment operator"
- "The only class he took was beginning auto mechanics, which he loved and now plans to pursue as a career."

Summary of Responses
These detailed insights reveal a complex landscape of parent perceptions regarding CTE. The themes indicate a positive reception towards CTE programs among parents, with constructive feedback on how they could be enhanced. The responses also show a broad spectrum of career interests among students, underscoring the need for diverse CTE offerings that align with varied career goals. The feedback is generally positive, emphasizing the practical benefits of CTE, but also pointing out areas where schools could enhance their offerings and communication to better meet the needs of students and align with industry demands.

Secondary CTE Teachers
The survey data includes responses to various questions, each focusing on different aspects of Career and Technical Education (CTE) from the perspective of high school teachers.

Themes
Based on the sampled open-ended responses, here are the main themes that emerge from the survey data:

1. Access and Inclusivity
There is a mixed response regarding the accessibility of CTE programs for all students, with some teachers indicating

that scheduling does not accommodate all students who wish to participate. Ensuring equitable access remains a challenge that needs addressing to allow all interested students to benefit from CTE opportunities.

2. Resource Availability

A significant concern among teachers is the adequacy of facilities, equipment, and materials. Some responses explicitly state that the current resources are not sufficient to effectively deliver all CTE programs. The need for better-equipped facilities and updated technology is apparent to support the delivery of high-quality CTE education. Comments often touched on the adequacy of facilities, equipment, and materials.

3. Collaboration and Accountability

Teachers emphasize the importance of collaboration with local businesses, industries, and other educational institutions to ensure that CTE programs align with workforce needs and standards. There's a need for more structured partnerships and clearer accountability mechanisms to enhance the relevance and efficacy of CTE programs. Many responses pointed to the need for collaboration with external entities and clear accountability structures.

- "Collaborate with other educational partners and business/industry to ensure programs meet local workforce needs"

4. Program Strengths

Many teachers note that CTE courses and programs are consistently offered each year and often highlight the integration of CTE with core academic subjects as a strength. Teachers discussed strengths of their CTE programs, such as consistent offerings and extra-curricular support. The responses suggest that at least some schools feel confident about their CTE programs, with strong administrative support being a key factor. Responses also indicate a sense of pride and potential in CTE programs, indicating a belief in their ability to be exemplary.

- "CTE courses and/or programs are consistently offered every school year"
- "I actually think we're doing pretty well. We have strong support from administration and a dedicated staff."
- "I really think we have a fabulous opportunity to show what a strong CTE program can look like.

5. Areas for Improvement

Common areas for improvement include the need for more collaborative curriculum planning across districts, better professional development for CTE educators, and updated CTE facilities. There is a clear call for ongoing development and support to ensure CTE educators are well-equipped and programs remain cutting-edge. Responses also focused on what could be improved, such as inter-district collaboration and updating facilities.

- "Collaboration with other local districts on curriculum and student pathways should be improved"

Summary

This survey provides some insight into the perspectives of teachers regarding CTE programs. They highlight a mix of confidence and gaps in certain areas like information dissemination. Teachers express a mixture of optimism and concern in their reflections, with some recognizing the potential of their programs to serve as models of excellence, while others call for more resources and information. These reflections underscore the importance of continuous improvement and support for CTE programs to maximize their impact on student outcomes. The survey reveals a dedicated but critically aware teaching body, keen on advancing CTE to better serve students and align with future career opportunities. The responses highlight a strong foundation paired with a clear vision for areas requiring enhancement and support. Moving forward, addressing these concerns through targeted investments, increased collaboration, and robust support systems will be crucial in maximizing the effectiveness and reach of CTE programs.

Secondary Counselors

The survey data contains a range of questions aimed at gauging counselors' perspectives on Career and Technical Education (CTE).

Themes

Based on the survey responses, here are the key themes that reflect the perspective of high school counselors on Career and Technical Education (CTE):

1. Importance of CTE

Counselors emphasize CTE as crucial for preparing students not just academically but practically for the workforce or further education. This reflects an understanding of the changing job market and the need for practical skills alongside academic knowledge. The emphasis on teaching unique skills suggests that counselors value CTE for its role in providing a broad-based education. It helps fill gaps in traditional education models by offering hands-on experiences and real-world applications. Counselors overwhelmingly recognize the importance of CTE in high schools. Here are some recurring themes:

- CTE is considered crucial for preparing students for work, careers, or college after high school.
- CTE courses provide unique skill sets not typically available in other classes.
- CTE programs are highly valued and respected within schools and communities
- "CTE is a pathway to work/career/college after high school."
- "Teaches each student skills that they do not have an opportunity to learn in other classes."

Counselors also identified gaps and opportunities for CTE programming at the secondary level:

- Schools may need to continue expanding CTE offerings to align with emerging career fields.
- There could be an increased focus on integrating technology and soft skills development into CTE curricula.

2. Examples of School Support for CTE

Responses highlight efforts to ensure that CTE promotion is inclusive and free from bias, indicating a proactive approach to make these programs accessible to all students, regardless of background. Some responses hinted at engagement with local communities and industries, which is vital for making CTE relevant and aligned with local economic needs. Responses indicate that schools actively promote and support CTE through various initiatives:

- Schools offer a wide range of CTE classes that cater to diverse student interests and goals.
- Information about CTE is delivered uniformly to all students during registration periods, ensuring that it is accessible and free from bias.
- "Offering and promoting a wide variety of CTE classes, such as having all 7th graders take IT, FACS, etc."
- "Our CTE courses are offered and encouraged to all students."

Counselors also identified gaps and opportunities for CTE programming at the secondary level indicating that schools may benefit from stronger partnerships with local businesses and industries to ensure that CTE programs remain relevant and provide meaningful opportunities for students. They also identified the need for continuous training for counselors and educators on inclusivity and unbiased promotion of CTE could enhance student participation.

3. Barriers to Student Participation

Counselors identified several barriers that prevent students from engaging fully with CTE programs. The mention of class schedule constraints points to structural issues within schools that can limit CTE access, such as inflexible timetables or insufficient class periods dedicated to CTE. They also recognized at-home factors as barriers suggests counselors are aware of the broader socio-economic challenges that influence educational choices.

- Timing and availability of courses can limit participation.
- Some schools face challenges related to funding or staffing that impact the delivery of CTE programs.
- Issues such as parental involvement and socio-economic conditions also play a role.
- "Some courses, especially construction type courses, require specific periods or longer times than available."
- "At-home factors (parental involvement, income, etc.)"

Schools might need to consider alternative scheduling models to accommodate CTE programs without conflicting with core academic requirements. Enhanced support systems, such as scholarship programs or transportation services, could help mitigate socio-economic barriers.

4. Guidance for CTE Participation

Guidance methods employed by schools to encourage CTE enrollment include a heavy reliance on recommendations by counselors, teachers, and parents underscores the importance of advocacy and personalized guidance in student enrollment decisions. However, the encouragement for student self-nomination reflects a push towards fostering autonomy and aligning educational choices with personal interests and career aspirations.

- o Counselors, teachers, and parents play a significant role in recommending CTE courses to students.
- o Students are also encouraged to nominate themselves based on their interests and career aspirations.

There might be a need for more comprehensive counselor training to ensure that students receive informed and unbiased recommendations about CTE. Schools could enhance mechanisms for student feedback and self-directed learning opportunities to better tailor CTE programs to student interests.

Summary of Responses

These themes illustrate the significant role CTE plays in high schools, as well as the challenges and efforts related to enhancing these programs from the counselor's perspective. By addressing these insights and implications, schools can better support and expand CTE programs, ensuring they meet the needs of all students and prepare them effectively for their future careers.

Secondary Administration and School Board Members

The survey data contains perspectives addressing various aspects of Career and Technical Education (CTE) from the administrators' and school board members' perspectives.

Themes

Based on the survey responses, here are the key themes identified regarding Career and Technical Education (CTE), along with quotes that illustrate the perspectives and concerns of high school administrators and school board members

1. Consistent Offerings and Integration

Many respondents noted that CTE courses and programs are "consistently offered with academic courses," indicating that CTE is well integrated with the regular curriculum. This highlights a strength in providing continuous CTE opportunities alongside academic education. Additionally, there was Satisfaction with the range and effectiveness of CTE offerings, including courses that provide college credit or work-based learning experiences.

- "CTE courses and/or programs are consistently offered with academic courses."
- "College in the schools, Concurrent Enrollment, PSEO"
- "Approved work-based learning program supervised by our CTE staff."

2. Expansion and Improvement Needs

Administrators pointed out areas needing improvement, such as the need to "Increase the number of CTE courses offered" and "Expand learning spaces." This suggests a desire for growth in CTE offerings and infrastructure. There was also a need for resources such as equipment and collaboration with local businesses

- "Increase the number of CTE courses offered"
- "Promote collaboration among different education sectors."
- "Ability to attend conferences and collaborate with business leaders is available to CTE staff."
- "CTE Equipment, CTE learning spaces, CTE Technology"

3. Resource Allocation and Staffing Challenges

Responses indicate challenges related to resource allocation, including funding and staffing, which affect the ability to maintain or expand CTE programs. Specific issues mentioned include the need for more CTE teachers and the struggle with scheduling CTE staff for core courses.

- "Please help me fund and find curriculum for new tech."
- "Current CTE staff scheduled to core courses."
- "Please help me fund and find curriculum for new CTE courses."
- "Class schedule constraints"
- "Lack of District/school funding"
- "Increase the number of CTE courses offered"
- "Provide more CTE-specific professional development"

4. Importance of Practical and Relevant CTE Courses
Administrators emphasized the importance of having state-approved CTE courses that are practical and directly beneficial for students' future careers, indicating a focus on ensuring that CTE programs are not only available but also relevant and of high quality. Responses suggest strong efforts to align CTE programs with current industry demands and workplace readiness.

- "CTE courses and/or programs are consistently offered and align with current industry demands." (Q8)

5. Additional Comments and General Feedback
Some responses included broader suggestions and feedback, such as improving core courses for graduation and enhancing the role of CTE in overall student development. These comments suggest an ongoing dialogue about how to better integrate CTE with general education requirements and extracurricular activities.

- "Core courses for graduation and a strong band need to be supported."

Summary of Responses
These themes reflect a proactive stance towards enhancing CTE, addressing resource challenges, and integrating CTE seamlessly with academic programs, as well as an awareness of the ongoing adjustments needed to optimize CTE offerings. This analysis can help inform decisions on policy adjustments, resource allocation, and program development in the pursuit of a more comprehensive and effective CTE program. From the administrator and school board member perspective, it's essential to:

- Enhance CTE program offerings and alignment with industry needs.
- Improve resource allocation and increase collaboration with industry partners.
- Address scheduling and funding constraints to expand and enhance CTE.
- Focus on professional development for CTE staff and curriculum development.

Postsecondary Surveys

Key Partners Survey:

Postsecondary Students
(24 responses)

Postsecondary Faculty, Staff, and Administrators
(30 responses; 4 administrators, 16 faculty, 10 staff)

Support for Underrepresented Students

This survey provides examples of how colleges intentionally recruit students from these communities, how colleges ensure that Career and Technical Education (CTE) courses and programs are accessible to underrepresented students, and resources provided for Underrepresented Students.

Themes

1. Scholarships and Financial Support
- "PTCC offers various scholarships which helps provide all students an opportunity for college."
- "You can pretty much go to college for free here, so the campus recruits itself."
- "scholarships/childcare/food programs and etc. for life challenges"

2. Inclusive Recruitment Efforts
- "Our college recruits and cares about ALL STUDENTS"
- "They visit high schools and college fairs in the communities around it. Many students are first generation college students."

3. Access to Support Services
- "PTCC ensures that everyone's basic needs are met and recently had all its employees go through IDI (diversity) training."
- "scholarships, basic need support, one on one advising, etc."

4. Campus Culture and Environment
- "Friendly campus with staff and instructors that have time to help anyone going to college. Fun activities on campus."
- "mostly through marketing and specialized course offerings"

5. Course Delivery
- "Providing different means of course access is beneficial to today's world. PTCC offers in person, online, ITV, hybrid, and more options to its students."
- "We offer asynchronous, on-site, and hybrid courses to meet different levels of need for students from a wide variety of backgrounds and locales."

Summary of Survey Responses

These themes highlight the focus on financial aid, proactive recruitment strategies, comprehensive support services, and the fostering of a welcoming campus environment to ensure equity and inclusion for underrepresented students in their academic pursuits.

General Student Support

The survey data provides insights into how different roles within the college (Faculty, Administration, Staff) perceive and describe the support provided to students in terms of career guidance, counseling, and academic assistance. Responses come from various roles, including Faculty, Administration, and Staff. All respondents indicated that the college offers career guidance, counseling, and individualized academic support.

Themes

1. Broad Support Across Roles; All respondents affirm that support is offered, demonstrating a consensus across different administrative and academic roles about the availability of student support services.

2. Diverse Methods of Support; One respondent highlighted multiple support mechanisms: "via Faculty, campus tours, etc." This suggests a multi-faceted approach to student support.

3. Personalized Academic Advising; Academic advising is emphasized, with a faculty member noting: "Students are provided with an academic advisor who guides them." This points to a structured approach to academic guidance.

4. Specialized Counseling Availability; Despite broad support, the availability of specialized services like counseling is noted to be limited: "Onsite counselor (but only there part time)". This indicates a potential area for improvement in providing consistent counseling services.

The detailed explanations for how the college offers student support reveal a comprehensive and multi-layered approach:

1. *Comprehensive Academic Support:*
   - "Students are provided with an academic advisor who guides them." - Emphasizes a personalized guidance approach.
   - "Academic support center, tutoring center" - Shows institutional support structures for academic assistance."
2. *Personalized and Specialized Support:*
   - "Onsite counselor (but only there part time), faculty advising" - Points to availability of counseling, though limited.
   - "Each student has both a success advisor and an academic advisor." - Illustrates dual support systems.
   - "We strive to help each student be successful in their chosen program of study and we work as a team to help them reach their goals."
3. *Active Career and Professional Development:*
   - "internships, industry tours, career days" - Demonstrates active efforts to connect students with career opportunities.
   - "Our institution provides access to online career resources and mentoring." - Expands on digital and mentorship resources.
4. *Support for Special Populations:*
   - "Counseling, Disability services, library, Student Services" - Highlights inclusivity in student support services.
   - "Has part time counselor, has student success advocates." - Additional resources for personalized guidance.
   - "Our classes show students I can take a college course and be successful. I feel this gives students the courage to move on to other courses we have to offer here on campus."

Summary of Survey Responses

These responses underscore the college's commitment to supporting students through a variety of channels, including academic advising, career development, and personalized counseling. However, the recurring mention of part-time counselors suggests that there might be a need for more consistent counseling availability to better meet student needs. This variety of support structures reflects a proactive approach to student success but also highlights areas where enhancements could be beneficial.

Career Services for Students

This survey contains qualitative feedback on how the institution supports student employment.

Themes

1. Career Fairs and Job Boards; the college actively facilitates job opportunities through structured events and resources:
- "PTCC provides career building workshops (resume building, cover letter building, etc.). PTCC also has a job board where local business can post open positions."

2. Internships and Industry Connections; responses indicate the emphasis on creating industry links and networking opportunities that potentially lead to internships and employment*:*
- "via networking with faculty and local area manufacturers"

3. Career Services and Workshops; responses clearly show the provision of direct support in preparing for employment through structured workshops.
- The same quote from theme 1 also applies here: "PTCC provides career building workshops (resume building, cover letter building, etc.). PTCC also has a job board where local business can post open positions."

4. Use of Technology and Platforms: responses encapsulate the integration of technology with traditional networking and mentorship to enhance employment outcomes for students.
- "The College provides access to Handshake (a professional networking app for recent grads), we host career/employment fairs, we also provide internships and clinical experiences which provide direct access to employment opportunities. Faculty also mentor students through the use of their own professional networks."

Summary of Survey Responses
These themes reflect a multifaceted approach by the college to support students in bridging the gap between education and employment.

Marketing Initiatives
The survey results provide insights into the perceptions of different roles (Faculty, Administration, Staff) concerning the adequacy of the college's marketing materials for supporting their programs.

Themes
1. General Satisfaction with Marketing Materials: The majority of respondents indicated that the marketing materials are sufficient ("a) Yes").

2. Specific Dissatisfaction from Faculty*: Despite general satisfaction, there are concerns from some faculty about the specific adequacy of marketing for their programs, evidenced by comments like "inadequate marketing for my program."

4. Lack of Detailed Feedback: Most responses did not include detailed feedback or explanations, suggesting either a general satisfaction or a lack of engagement in providing detailed insights.

5. Role-Based Perceptions: The responses may vary by the role of the respondent, indicating that perceptions of marketing adequacy might differ between faculty, staff, and administration.

*The responses from those who felt the marketing materials were inadequate provide deeper insights into specific issues:

- **Program-Specific Concerns:** Responses highlight a common theme of marketing materials failing to adequately promote specific programs, as one respondent states, "INADEQUATE MARKETING FOR MY PROGRAM."
- **Lack of Program Emphasis:** Another respondent notes, "There is a lack of emphasis to promote my program effectively."
- **Need for Expansion:** A respondent suggests a need for broader reach: "We are always looking to expand our marketing efforts."
- **General vs. Specific Marketing:** The focus on college-wide marketing rather than program-specific needs is seen as a limitation: "Marketing is for the entire college and limited program-specific marketing."

Summary of Survey Responses
These detailed responses underscore a need for more targeted and inclusive marketing strategies that not only address the general needs of the college but also focus on the specific requirements and strengths of individual programs. This

could enhance the overall effectiveness of the college's outreach and support for various academic and administrative departments.

Recruitment Strategies for Faculty

The data includes responses regarding strategies used to recruit Career and Technical Education (CTE) faculty ("What strategies are used to recruit Career and Technical Education (CTE) faculty.

Themes

The responses vary widely but a few recurring themes stand out regarding strategies used to recruit Career and Technical Education (CTE) faculty. Here are the top three themes, with illustrative quotes:

1. Networking and Industry Contacts
- "We recruit heavily from industry in the area and make good use of our advisory board."
- "making industry contacts through customized training"
- "We reach out to industry partners to help us recruit faculty who are working in the field."

2. Word of Mouth
- "Word of mouth, Indeed"
- "A lot of 'word of mouth'--other faculty and staff reaching out to those who may be qualified to teach."
- "State of Minnesota website and word of mouth."

3. Social Media and Job Sites
- "networking, social media, job sites?"
- "social media postings and networking
- "Word of mouth, social media, recruitment platforms such as LinkedIn and indeed."

4. Barriers
- "My only concern is finding enough technical faculty to teach the growing number of students when industry pay is significantly higher than what education pays."
- "Credentialing CTE faculty, particularly those with diverse backgrounds, continues to be a challenge because of the State's credentialing requirements."

Summary of Survey Responses

These themes highlight a mix of traditional and modern recruitment strategies along with an indication of some respondents being unaware of the recruitment processes. This suggests a potential area for improvement in communication or involvement in recruitment strategies within the organization.

Professional Development for Faculty

The survey data contains responses regarding whether the college offers CTE faculty professional development opportunities and barriers to professional development.

Themes

Based on the available responses, here are the top themes related to the barriers for professional development along with representative quotes:

1. Time Constraints
- "Time"
- "Busy teaching schedules make it challenging to attend professional development activities."

2. Funding Issues
- "No funding for faculty professional development."

- "In addition, many professional development activities are expensive (more than what faculty receive for professional development dollars)."

3. Administrative Support
- "A lack of administrative support and understanding of how to provide comprehensive professional development, especially relating to the growing diversity of our community."

Schedule Overload
- "Busy teaching schedules make it challenging to attend professional development activities."

Summary of Survey Responses

These themes cover the primary concerns expressed by the respondents regarding the barriers to accessing professional development opportunities.

Advisory Boards

The survey data includes responses on the effectiveness of Career and Technical Education (CTE) advisory boards at the college, categorized by the respondent's role (Faculty, Administration, Staff).

Themes

1. Program and Industry Relevance:
- "Our advisory boards are crucial in keeping the curriculum up to date with current industry standards, which significantly benefits our students and ensures the program's relevance."

2. Frequency and Structure of Meetings:
- "By meeting twice a year with our industry partners, the advisory board effectively addresses the evolving needs and ensures regular updates."

3. Advisory Board Composition and Engagement:
- "The advisory board's diverse composition, including CTE leaders and industry experts, allows it to effectively support and provide critical guidance to our programs."

4. Impact on Program Direction:
- Supporting "The feedback from advisory board meetings directly influences the strategic direction of our programs, ensuring they meet industry demands and educational standards."

Summary of Survey Responses

These themes highlight various aspects of how the advisory boards operate and contribute to the effectiveness of the college's CTE programs.

Industry Standard Equipment

The survey covers opinions from postsecondary administrative personnel about the adequacy of facilities, equipment, technology, and materials used in Career and Technical Education (CTE) programs.

Themes

Based on the data available, four distinct themes were identified.

1. Need for Updated Labs
- "Some programs need better labs in order to function properly..."

2. Utilization of Old Equipment:
- "We use old equipment, but the students learn the material..."

3. Industry Standards Misalignment:
- "Does not meet industry standards."

4. Classroom and Student Experiences:
- "The classroom and student experiences (I.e. supplies, resources, and practical application) need to be revisited and revised."

Summary of Survey Responses

These themes reflect various concerns and observations about the adequacy of facilities and equipment in relation to current industry practices within Career and Technical Education programs.

Funding for CTE Programs

The survey data includes responses related to the funding of Career and Technical Education (CTE) programs at the college.

Themes

The survey responses suggest a variety of perspectives on the adequacy of funding for CTE programs.

1. Need for Modernization and Expansion
- "Equipment can be modernized and/or added upon to further evolving educational goals and requirements."
- "we have a strong CTE offering, the challenge is staying relative to fast moving technology and equipment."

2. Challenges with Current Funding Models
- "As program expenses rise, the State's funding model has not kept pace. Alternative funding sources are a welcome source of funding relief."

3. Need for Additional Resources to Support Technological Advances
- "Technology and information is always expanding in CTE programs and the added expense related to that is good, but can always be more."

4. Importance of Community and Employer Engagement
- "Local schools, employers, and community members rely on the education services that our college provides. Additional funding would allow us to serve more students and connect them with high educational opportunities that lead to successful careers."

5. Future Opportunities
- "Pine is developing a new Culinary program. We will need start up equipment. It would be a good area for this new program."

Summary of Survey Responses

These themes highlight both the perceived adequacies and challenges in funding CTE programs, reflecting on needs for modernization, adaptation to rising expenses, technological advancement, and community engagement. Each theme captures a distinct aspect of the broader funding and resource environment for postsecondary CTE programs.

Postsecondary Students Feedback

The survey data contains responses from PTCC students regarding their educational experience, participation in career and technical education programs, their positive reflections and suggestions for improvements. Positive Reflections include appreciating practical lab time, helpful instructors, to the overall supportive environment. General suggestions for improvement include requests for more space, better budget allocation, and enhanced communication about resources.

Themes

1. Positive Reflections
- Helpful Instructors and Environment
    - "The instructors are very helpful."
    - "Everyone is nice and helpful."
- Interactive and Engaging Classes
    - "I enjoy that a lot of time is spent in the lab which is very interactive."
    - "Good classes they are very interactive."
- Good Education Quality
    - Mentioned as "good" in various contexts, reflecting general satisfaction with the educational quality.

2. Suggestions for Improvement
- Need for More Space
    - "If we had more space it would be easier to have practical's."
- Increased Budget and Resources
    - "Have a bigger budget to be able to purchase new machines."
    - "Bigger labs with new technology."
- Enhanced Student Support and Information
    - "Give students information about printers and other useful things."
    - "More organized help sessions."

Summary of Survey Responses

These themes reflect a mix of satisfaction with the instructional aspects of the programs and calls for improvement in facilities and resources.

Industry and Community Partners Survey

Key Partners Survey:

Industry Partners, Community Members, Representatives of Indian Tribes and Tribal organizations
(24 responses)

Overview of Who Responded

From the survey responses, there was a mix in the level of familiarity with the Perkins V Federal legislation:

- 10 respondents are familiar with the legislation.
- 15 respondents are not familiar.

Respondents belong to a variety of industries, with some of the most common being:

- Education and Training (6 mentions)
- Health Science (5 mentions)
- Government and Public Administration (3 mentions)
- Indian Tribes and Tribal organizations
- Finance
- Business Management
- Administration
- Information Technology
- Human Services
- Retail/gunsmithing
- Automotive
- Selling CTE curriculum and industry certifications

Job Needs and Qualifications

Here's a summary of the most common entry-level jobs identified in the survey, along with the educational requirements most frequently mentioned for each job:

- Home Health Aide
    - Educational Requirement: Certificate
- Environmental Aides, Nutritional Aides, Certified Nursing Assistants
    - Educational Requirement: Other (Please Explain)
- Substitute, Paraprofessional, Substitute Provider, Assistant Teacher
    - Educational Requirement: Diploma
- Network Specialist
    - Educational Requirement: Associate's Degree
- Mechanic, Retail Clerk, PC Technician
    - Educational Requirement: Other (Please Explain)
- Paraprofessional, Clerical
    - Educational Requirement: High school diploma or no previous training required
- Paraprofessionals
    - Educational Requirement: High school diploma or no previous training required
- Professional Development Advisor, Parent Aware Coach
    - Educational Requirement: Associate's Degree
- Teacher Aide
    - Educational Requirement: High school diploma or no previous training required
- Administrative Assistant
    - Educational Requirement: High school diploma or no previous training required

Summary of Survey Responses

The data suggests a variety of entry-level jobs across different fields, from healthcare and education to technical and administrative roles. Educational requirements range from high school diplomas and certificates to associate's degrees, depending on the specific role.

Hard to Fill Positions

The survey included information regarding entry-level positions that are difficult to fill. From the survey data, it appears that the positions are quite varied, with each one mentioned only a few times. However, "Paraprofessional" appears twice (once as "Paraprofessionals"), suggesting it might be among the harder positions to fill. Most other positions are mentioned only once, indicating a wide variety of hard-to-fill roles across different fields.

The reasons provided for the difficulty in filling these positions are also diverse, but several key themes emerge:

- Pay; Compensation appears to be a recurring theme, with some entries directly citing low pay as a major deterrent.
- Skill Requirements; Several responses indicate a lack of qualified applicants, either due to the specific skills required or educational prerequisites.
- Work Conditions; Factors like stressful environments, long hours, or the rural location of jobs are mentioned, which could dissuade potential applicants.
- Market and Economic Factors; Some responses hint at broader economic changes, such as the increase in minimum wage affecting hiring, or changes in industry demand.

Summary of Survey Responses

These themes suggest a mix of economic, geographic, and industry-specific challenges that make these positions difficult to fill.

Skills Lacking in Entry Level Positions

The survey identifies several foundational skills that are reportedly lacking in entry-level positions. Here is a summary of the top skills, ranked by the frequency of mention:

1. Independent problem solving (18 mentions)
2. Adaptability or Flexibility (11 mentions)
3. Communication (11 mentions)
4. Time management (10 mentions)
5. Leadership (6 mentions)
6. Team Building (5 mentions)
7. Seeking feedback (3 mentions)
8. Accepting feedback (3 mentions)
9. Mathematical skills (1 mention)

Summary of Survey Responses

Based on these results, "Independent problem solving" emerges as the skill most frequently reported as lacking, followed by "Adaptability or Flexibility" and "Communication." These could be areas of focus for development programs aimed at improving the readiness of entry-level candidates.

Engagement with High Schools and College

The survey data provided includes responses to two questions related to the partnerships between industry and educational institutions.

Existing Partnerships

Participants were asked if they have worked with their local school districts, high schools, or colleges. The responses vary, including straightforward answers like "No" and "Yes," as well as more detailed descriptions indicating the nature and extent of their engagement.

- One respondent mentioned that they "work closely with community partners through our program offerings at PTCC," indicating a structured partnership involving program coordination.
- Another mentioned a long-standing relationship with PTCC, suggesting a well-established and ongoing collaboration.

Suggestions for New Partnership Opportunities
Respondents provided suggestions on how they would like to engage with educational institutions. The options mentioned include:

- Advisory meeting participation
- Collaborative grants
- Expositions at career fairs/expo
- Field trips
- Guest speaking
- Job shadowing
- Apprentice readiness program involvement

Summary of Survey Responses

Based on the provided responses, it appears that while some participants are already actively engaged with educational institutions, there is interest in expanding these partnerships through various interactive and supportive activities.

Skills for the Workplace

The survey data includes responses to the question, "What would you like to see incorporated into high school or college curriculum that would better prepare students for success in the working world?"

Here are a few key points extracted from the responses:

- One respondent suggests the inclusion of "Life Skills-communication."
- Another recommends "Medical Terminology, Microsoft Software (Excel, Word), Coding."
- Additional skills like "soft skills, writing skills, project management," along with "civility, communication, accepting criticism" are mentioned.

The survey responses varied widely, suggesting a range of topics that participants believe should be added to high school or college curricula to better prepare students for the working world. Some of the key themes and specific suggestions from the survey include:

1. Communication and Soft Skills:
   - Life Skills-communication
   - Soft skills, writing professional communications, skills for verbal communication, and critical thinking
   - Civility, accepting criticism
2. Technical Skills:
   - Medical Terminology, Microsoft Software (Excel, Word, PowerPoint)
   - Coding and other IT skills
3. Workplace Preparation:
   - Teamwork, work ethic
   - Job etiquette, reliability, responsibility
   - Career planning and development

4. Financial Literacy:
    - Money management
    - Consumer math, balancing a checkbook
5. Practical Experience:
    - Internships and externships
    - Volunteering for experience
    - Early childhood development training
6. Exploration and Support:
    - Options for exploratory education in Middle School
    - Support in High School for finding exciting career paths

Summary of Survey Responses

Each of these themes represents areas that participants believe are crucial for preparing students to succeed in the modern workplace. This feedback suggests a demand for a more comprehensive, skill-based, and practical approach in education.

Technology Integration for Educational Needs

The survey data contains responses to a question about what new and/or innovative equipment or technology high schools and colleges should use for training to better prepare students for employment in the industry.

1. Advanced Technology Integration:
- Respondents suggest the incorporation of cutting-edge technologies such as artificial intelligence (AI).
- Experience with electronic medical records and simulation labs were specifically mentioned, indicating a push for industry-relevant technological skills.

2. Software Proficiency:
- There's an emphasis on training with commonly used software like the Microsoft Office suite, particularly Excel.
- Training on software that is actively used in specific industries, ensuring students learn on current rather than outdated systems.

3. Practical Skills Development:
- Emphasis on developing practical skills such as resume writing and real-world application of classroom teachings.
- Suggestion for more face-to-face interactions to develop essential social skills.

4. Early Start on Technology Education:
- A call for technology education to begin as early as middle school to better prepare students for high-tech environments.

5. Future-focused Education:
- Equip students with tools and knowledge that anticipate future innovations in various industries.

Summary of Survey Responses

Overall, there's a strong inclination towards integrating more up-to-date, relevant, and practical technology and skills training in educational settings to reflect real-world job demands. This approach includes both software skills and interpersonal development to create a well-rounded future workforce.

Pathways to Career

The survey data consists of two main questions: How can the school district/college stay better connected with industry, and what activities or processes need to be expanded or initiated to create better pathways from school to work?

How can the school district/college stay better connected with industry?
The responses to this question are diverse, indicating multiple strategies, including:

- Advisory Committees: Suggests that continuing or establishing more advisory committees can help maintain industry connections.
- Regular Updates: Some responses highlight the importance of regular updates on college and industry happenings, suggesting quarterly communications.
- Partnerships: Respondents emphasized community partnerships, particularly with on-site student experiences in various facilities like healthcare.

What activities or processes need to be expanded or initiated to create better pathways from school to work?
Responses to this question also vary, indicating different areas of focus:

- Increased Collaboration: Several respondents mentioned the need for increased collaboration between schools, colleges, and industries.
- Internships and Job Shadowing: There's a clear call for more internships (both paid and unpaid) and job shadowing opportunities to give students real-world experience.
- Career Education: Some responses suggest that discussing career opportunities at an early age and educating students about different fields could be beneficial.

Summary of Survey Responses
These insights suggest a need for stronger collaboration and communication between educational institutions and industries, with practical exposure for students to bridge the gap between school and work effectively. This could involve more structured partnerships, advisory roles, and hands-on learning opportunities through internships and shadowing.

Final Reflections

The document covers a range of responses from secondary and postsecondary surveys aimed at evaluating the effectiveness of CTE programs. It includes feedback from students, parents, teachers, counselors, administrators, and industry partners. These surveys collectively emphasize the value of CTE in equipping students with practical skills necessary for the workforce and further education. They also highlight the areas needing improvement to enhance the accessibility, relevance, and integration of CTE programs with industry needs.

Top Five Strengths

1. Consistent CTE Offerings and Integration: CTE programs are noted for their consistent availability and integration with academic curricula, providing a stable platform for student engagement and learning.

2. Strong Administrative Support: There is notable strong support from school administration for CTE programs, which is crucial for their sustained operation and success.

3. Industry Collaboration: CTE programs have established collaborations with industry, ensuring that the education provided is relevant and meets current job market demands.

4. Access to Technology: There is an emphasis on the use of advanced technology and updated equipment in CTE programs, which prepares students for modern workforce requirements.

5. Support for Underrepresented Students: The consortium makes significant efforts to support underrepresented students, including scholarships and inclusive recruitment efforts, ensuring broad access to CTE opportunities.

Top Five Needs

1. Resource Allocation and Staffing: There are significant concerns regarding adequate funding and staffing, which impact the ability to maintain and expand CTE offerings.

2. Updated Facilities and Equipment: There is a need for modernization of labs and equipment to stay abreast of industry standards and educational requirements.

3. Expanded Professional Development: CTE staff require more comprehensive professional development to improve their teaching capabilities and stay updated with industry changes.

4. Increased Program Variety and Depth: There is a call for a wider variety of CTE courses that align more closely with fast-changing industry needs.

5. Improved Collaboration and Curriculum Development: Enhancing collaboration across educational sectors and updating the curriculum to include more relevant skills are seen as critical for the future success of CTE programs.

These strengths and needs reflect a strong foundation in CTE programming with clear areas for targeted improvements to meet evolving educational and industry demands.

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	$71,290.74	$23,724.11	$95,014.85
Postsecondary Allocation:	$110,153.63	$23,724.11	$133,877.74
Total Consortium Allocation:	$181,444.37	$47,448.22	$228,892.59

INSERTING ADDITIONAL ROWS

To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):

1. Right-click on the row number of a empty row in the section for which additional rows are needed.

2. From the popup menu, select "Copy"

3. Right-click the same row again

4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

Data entry on the four "Funding" tabs includes the following reminders:

1. Do NOT change any information in rows 1 - 3.

2. Cells highlighted in YELLOW require data entry.

3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.

4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is $0…your request is equal to your allocation. This is the goal-- Congratulations!

2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of $0 yet to be allocated.

3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of $0 yet to be allocated.

STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK	
STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	Enter Budget Line Items on the **Basic Funding SEC 428** Worksheet.
	A. Enter the consortium name in cell A1.
	B. Select appropriate UFARS code using arrow to the right of the cell.
	C. Enter a description of the item.

STEP #2	D. Enter the dollar amount under the appropriate Narrative column (#1-10).
	D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.
	F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #3	**Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.**
	A. Select appropriate UFARS code using arrow to the right of the cell.
	B. Enter a description of the item.
	C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.
	D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.
	F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #4	**Complete the Budget Narrative SEC worksheet**
	Follow instructions on the worksheet.
STEP #5	**Enter Budget Line Items on the Basic Funding POSTSEC worksheet.**
	A. Enter the item name.
	B. Enter a description of the item.
	C. Enter the dollar amount under the appropriate column.
	D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.
	F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #5	**Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.**
	A. Enter the item name.
	B. Enter a description of the item.
	C. Enter the dollar amount under the appropriate column.
	D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.
	F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."
STEP #6	**Look at Rows 48 and 50 of the Summary Worksheet;** dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.
STEP #7	Upload your completed budget spreadsheet to your state application Sharepoint site.

Pine Tech Narrative Funding--Secondary

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
												$0.00
												$0.00
												$0.00
100's Personnel/Salary SUBTOTAL		$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
												$0.00
200's Personnel/Non-Salary SUBTOTAL		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
304 Federal Subawards and Subcontracts - Amount over $25,000	Industry Standard Equipment		$60,060.74									$60,060.74
303 Federal Subawards and Subcontracts - Amount up to $25,000	CTSO Advisor Expenses											$1,050.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Career Investigation Field Trips			$1,050		$8,550.00						$8,550.00
303 Federal Subawards and	WBL Curriculum/Certifications						$550.00					$550.00
303 Federal Subawards and	ServSafe Certifications							$1,080.00				$1,080.00
303 Federal Subawards and	Teacher Professional Development								$7,028.00			
303 Federal Subawards and	Counselor PD								$2,600.00			
303 Federal Subawards and	Secondary Coordinator Stipend										$8,000.00	
303 Federal Subawards and	Coordinator Mileage										$1,000.00	
303 Federal Subawards and	Sub pay for coordinator-related absences										$1,000.00	
303 Federal Subawards and	Consortium Governance										$250.00	
300's Services/Subawards SUBTOTAL		$0.00	$60,060.74	$1,050.00	$0.00	$8,550.00	$550.00	$1,080.00	$0.00	$0.00	$0.00	$71,290.74
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
400's Supplies/Material SUBTOTAL		$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
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												$0.00
2024-2025 Proposed Budget		$0.00	$60,060.74	$1,050.00	$0.00	$8,550.00	$550.00	$1,080.00	$0.00	$0.00	$0.00	$71,290.74

Place an "X" in the cells to the right to identify which use(s) of funds
from Section 135 of Perkins V are supported under each narrative:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.										
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.										
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.										
Support integration of academic skills into CTE programs and programs of study.										
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.										
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.										
Not applicable.										

Pine Tech Reserve Funding--Secondary Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			[Enter POS Here]	
				$0.00
				$0.00
				$0.00
				$0.00
100's Personnel/Salary SUBTOTAL		$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
200's Personnel/Non-Salary SUBTOTAL		$0.00	$0.00	$0.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Counselor Work Group Stipends	$5,000.00		$5,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	CTECS Career Exploration Software	$750.00		$750.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Career Exploration Field Trips	$17,974.11		$17,974.11
				$0.00
				$0.00
300's Services/Subawards SUBTOTAL		$23,724.11	$0.00	$23,724.11
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
400's Supplies/Materials SUBTOTAL		$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$0.00	$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		**$23,724.11**	**$0.00**	**$23,724.11**

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures (100s and 200s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Industry Standard Equipment for approved programs of study; $60,060.74; CLNA #2/ Narrative #2
CTSO Advisor Expenses (for new or redeveloping CTSOs. Will pay for substitutes, overnight hotel rooms); $1050; CLNA #5/ Narrative #3
Career Investigation Field Trips; $8550; CLNA #2/Narrative #6
WBL Curriculum and Student Certifications (OSHA 10); $550; CLNA #2/Narrative #6
ServSafe Student Certification Exams; $1080; CLNA #2/Narrative #7
Teacher Professional Development (content-area conferences); $7028; CLNA #4/Narrative #8
Counselor CTE-Related Professional Development; $2600; CLNA #4/Narrative #8
Secondary Coordinator Salary: $8,000; Narrative #10
Coordinator Milage: $1,000; Narrative #10
Sub pay when Coordinator is out for Perkins-related business: $1,000; Narrative #10
Consortium governance: $250; Narrative #10

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s).** *Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s).** *Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

SECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895).** *No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

St.Croix River Education District Fiscal Host Fee: $2,000; Narrative #10

*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab).** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) <u>need identified in CLNA addressed with the expenditure.</u>*

Counselor CTE Work Group Stipends; $5,000 (10 @$500 each); CLNA #1&4/Narrative 11
Career Exploration/Investigation Field Trips; $17,974.11; CLNA #1/Narrative 11
CTICS Career Exploration Software; $750; CLNA #1/ Narrative 11

Pine Tech   Reserve Funding--Postsecondary   Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			[Enter POS Here]	
Personnel	CTE Summer Academy Instruction	$15,000.00		$15,000.00
				$0.00
				$0.00
				$0.00
				$0.00
Personnel SUBTOTAL		$15,000.00	$0.00	$15,000.00
Equipment/Supplies	Equipment and supplies to offer and support the CTE Summer Academy	$8,724.11		$8,724.11
				$0.00
				$0.00
				$0.00
				$0.00
Equipment SUBTOTAL		$8,724.11	$0.00	$8,724.11
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Non-Personnel SUBTOTAL		$0.00	$0.00	$0.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		**$23,724.11**	**$0.00**	**$23,724.11**

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		
Not applicable.		

Pine Tech   Narrative Funding--Postsecondary

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Pscychologist 2	Provie support to students, inclding special populations					$35,000.00						$35,000.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
Personnel SUBTOTAL		$0.00	$0.00	$0.00	$0.00	$35,000.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,000.00
Nursing Simulator	Sim X Virtual Reality Nursing Simulator		$10,000.00									$10,000.00
Construction Simulator	Virtula reality electrical simulator		$2,940.00									$2,940.00
Construction Equipment	Industry standard equipment for construction program		$8,000.00									$8,000.00
												$0.00
												$0.00
												$0.00
												$0.00
Equipment SUBTOTAL		$0.00	$20,940.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,940.00
Career Exploration for Secondary and Postsecondary	On-campus and industry tours for secondary and postsecondary students		$8,500.00									$8,500.00
Manufacturing Month	On-campus and industry tours for secondary students			$1,000.00								$1,000.00
Middle School Career Fair	Middle school career fair			$1,000.00								$1,000.00
TSAs - Manufacturing	NOCTI exams for Precision Machining students		$500.00									$500.00
Professional Development	NACEP National Conference							$7,250.00				$7,250.00
CTE Awareness/Marketing	Branding for HIgh School CNA Labs							$4,000.00				$4,000.00
Professional Development	Early Childhood Development							$1,100.00				$1,100.00
Professional Development	Concurrent Enrollment Professional Development Day							$1,000.00				$1,000.00
Professional Development	Appreciative Advising								$2,100.00			$2,100.00
Professional Development	STRONGS								$3,585.00			$3,585.00
Professional Development	Automotive - ASE Conference								$1,450.00			$1,450.00
Professional Development	2025 Regional NACADA Conference								$2,700.00			$2,700.00
CTE AWareness/Marketing	CTE Marketing Strategy									$18,953.63		$18,953.63
Professional Development	Publication - NCSBN Exam Program Reports									$575.00		$575.00
Consortium Governance	Career Prep Consortium and Perkins Meetings										$500.00	$500.00
												$0.00
												$0.00
Non-Personnel SUBTOTAL		$0.00	$9,000.00	$2,000.00	$0.00	$0.00	$0.00	$13,350.00	$9,835.00	$19,528.63	$500.00	$54,213.63
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												$0.00
2024-2025 Proposed Budget		$0.00	$29,940.00	$2,000.00	$0.00	$35,000.00	$0.00	$13,350.00	$9,835.00	$19,528.63	$500.00	$110,153.63

Place an "X" in the cells to the right to identify which use(s) of funds
from Section 135 of Perkins V are supported under each narrative:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.										
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.										
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.										
Support integration of academic skills into CTE programs and programs of study.										
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.										
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.										
Not applicable.										

POSTSECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **Personnel expenditures.** *Narrative for* each expenditure *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Funds will be used to support a new position, a Psychologist 2. This position will provide professional psychological services to students at Pine Technical & Community College. This will include, but is not limited to short-term individual and group therapy, case consultation, crisis/triage, supervision as appropriate, assessments, and assistance for other direct care staff. This position will develop and implement outreach programs and campus programs in collaboration with other departments. $35,000, Narrative 5 Special Populations, CLNA Element 5

As part of the CLNA, postsecondary partners identified the need for increased counseling services to support CTE students in and out of the classroom for all CTE students, and especially those who fall into a special population category. The new Psychologist position will provide short-term therapy/counseling services and implement efforts to increase student persistence and success, to all students to help them reduce barriers and meet their academic goals, which should in turn increase performance indicators.

Describe how your consortium plans to use your Perkins award on **Equipment expenditures.** *Narrative for* each expenditure *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Healthcare Equipment - SIM X Virtual Reality Simulator, $10,000, Narrative 2, CLNA Elements 2 and 8
Construction Equipment - two sets of simulators and related material used to teach the principles residential electrical wiring, $2940, Narrative 2, CLNA Elements 2 and 8
Construction Equipment - industry grade tools for construction program, $8,000, Narrative 2, CLNA Elements 2 and 8

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures.** Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Career Exploration for Secondary and Postsecondary Students, $10,000, narrative 2, element 2/3/5

Career exploration for high school students includes coordinating the following throughout the year: On-campus visits for high school students to learn about CTE programming/how to get started with the college admissions process for CTE programming,
Coordinating Middle School Career Fair in partnership with secondary schools, Manufacturing Month (on-campus tours, tours of business/industry), CTE Month (on-campus tours, tours of business/industry), College/high school collaborations (i.e. bringing concurrent enrollment students to campus to work with faculty, bringing high school classes on-campus to work with faculty, sending faculty to high school to work with secondary teachers (demonstrations, lectures, etc.), Funds will be used for transportation reimbursement, substitute teacher reimbursement, meals in cases that students will be away from high school for lunch and would not be back in time to each at high school. Funds may also be used to support opportunities to expand POS by working with high schools to identify potential programming (RCEs for faculty)

October Manufacturing Montht, $1,000, narrative 3, element 5

Middle School Career Fair, $1,000, narrative 3, element 5

TSAs Manufacturing. $500, narrative 2, element 3

Professional Development - NACEP, $7,250 narrative 7, element 2/4

Branding for High School Nursing Assistant Labs, $4000 narrative 7, element 2, 5

Professional Develpment - Early Childhood, $1,100, narrative 7, element 2/4

Professional Development - Concurrent Enrollment Professional Development Day, $1,000, narrative 7, element 2/4
PTCC has Healthcare Lab spaces at many local high schools. Funds would be used to install signage/graphics so it is very clear that students are in a PTCC CTE course. Brand awareness/awareness of CTE.

Professional Development - Appreciative Advising, $2,100, narrative 8, element 2/4

*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration).** No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab).** *Narrative for <u>each expenditure</u> requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) <u>need identified in CLNA addressed with the expenditure.</u>*

Funds will be used to support the PTCC Summer Academy, a 3-4 day summer enrichment program for students entering grades 9-12 in fall 2025. Funds will be split between personnel and non-personnel and support both POS and GAPS, ensuring that all students are aware of CTE opportunties, with a focus on promoting students to explore non-traditional fields. CLNA element 5.

Consortium Plan: Budget Summary 2022-2023

Pine Tech		July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives		

DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs

Narrative	Level			
Narrative 1:	Secondary	$0.00		$0.00
CLNA	Postsecondary		$0.00	$0.00
	Total	*$0.00*	*$0.00*	*$0.00*
Narrative 2:	Secondary	$60,060.74		$60,060.74
Programs of	Postsecondary		$29,940.00	$29,940.00
Study	*Total*	*$60,060.74*	*$29,940.00*	*$90,000.74*
Narrative 3:	Secondary	$1,050.00		$1,050.00
Partnerships	Postsecondary		$2,000.00	$2,000.00
WIOA, Etc.	*Total*	*$1,050.00*	*$2,000.00*	*$3,050.00*
Narrative 4:	Secondary	$0.00		$0.00
Integrated Academic	Postsecondary		$0.00	$0.00
/Technical Skills	*Total*	*$0.00*	*$0.00*	*$0.00*
Narrative 5:	Secondary	$8,550.00		$8,550.00
Special	Postsecondary		$35,000.00	$35,000.00
Populations	*Total*	*$8,550.00*	*$35,000.00*	*$43,550.00*
Narrative 6:	Secondary	$550.00		$550.00
Work - Based	Postsecondary		$0.00	$0.00
Learning	*Total*	*$550.00*	*$0.00*	*$550.00*
Narrative 7:	Secondary	$1,080.00		$1,080.00
Early College	Postsecondary		$13,350.00	$13,350.00
	Total	*$1,080.00*	*$13,350.00*	*$14,430.00*
Narrative 8:	Secondary	$0.00		$0.00
Support for	Postsecondary		$9,835.00	$9,835.00
Professionals	*Total*	*$0.00*	*$9,835.00*	*$9,835.00*
Narrative 9:	Secondary	$0.00		$0.00
Performance	Postsecondary		$19,528.63	$19,528.63
Gaps	*Total*	*$0.00*	*$19,528.63*	*$19,528.63*
Narrative 10:	Secondary	$0.00		$0.00
Governance	Postsecondary		$500.00	$500.00
	Total	*$0.00*	*$500.00*	*$500.00*
Narrative 11:	Secondary	$23,724.11		$23,724.11
Reserve Funds	Postsecondary		$23,724.11	$23,724.11
	Total	*$23,724.11*	*$23,724.11*	*$47,448.22*
Indirect Cost/	Secondary	$0.00		$0.00
Administration	Postsecondary		$0.00	$0.00
Chargeback (5%)	*Total*	*$0.00*	*$0.00*	*$0.00*
	Secondary	$95,014.85		$95,014.85
	Postsecondary		$133,877.74	$133,877.74
PLAN TOTALS	*Total*	*$95,014.85*	*$133,877.74*	*$228,892.59*

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$71,290.74	$23,724.11	$95,014.85
Budget Over/Short	$0.00	$0.00	$0.00
Postsecondary Allocation	$110,153.63	$23,724.11	$133,877.74
Budget Over/Short	$0.00	$0.00	$0.00

Position Number	Position Title	Name (FirstName LastName)	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or	Narrative(s) in Which Funding	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.
3	Secondary Coordinator	Ashley Nelson	5%	Secondary	9/1/2023	$8,000	Basic	10	
4	Secondary Budget Coordinator	Suzanne Hischer	1%	Secondary	9/1/2023	$2,000	Basic	10	
5	Psychologist 2 - Mental Health and Academic Wellness Coordinator	Kevyn Schumaker	27%	Postsecondary	7/1/2024	$35,000	Basic	5	New position, moved previously supported positions to 100% general fund.
6									
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For Office Use Only:
DO NOT REMOVE THESE ROWS
FROM YOUR FINAL REPORT

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _Pine Tech_

College: _Pine Technical + CC_

College President's Name (Print): _Joseph L. Mulford_

Signature _(signed)_   Date _4/28/24_

Email: _Mulford;e Pine.edu_

Phone: _320-629-5720_

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature   Date

email: _____

Phone: _____

(Duplicate as needed)

MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21ˢᵗ Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: _____Braham Area Schools_____

District Number/Type: _____#314   Public_____

Superintendent's Name – (Print): _____Kenneth G. Gagner_____

_____Ken Gagner_____   _____4/19/2024_____
Signature   Date

email: _____Kgagner@braham.K12.MN.US_____

Phone: _____320-396-5198_____

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: East Central School District

District Number/Type: 2580-01

Superintendent's Name – (Print): Stefanie Youngberg

Signature *[signed]* Date 4/22/24

email: syoungberg@eastcentral.K12.MN.US

Phone: 320-245-6001

(Duplicate as needed)

MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: _Hinckley-Finlayson Schools_

District Number/Type: _2165-01_

Superintendent's Name – (Print): _Brian Masterson_

Signature   _4/22/24_

Date

email: _bmasterson@isd2165.org_

Phone: _320-384-6277_

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: _____

College: _____

College President's Name (Print): _____

_____

Signature   Date
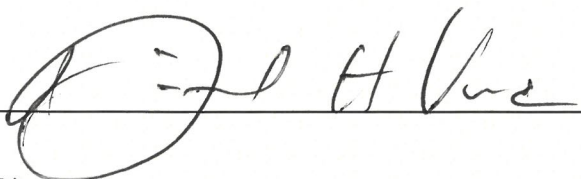
email: _____

Phone: _____

District Name: _Moaa ISD # 332_____

District Number/Type: _ISD # 332_____

Superintendent's Name – (Print): _Daniel H. Voce_____

MINNESOTA STATE
Career and Technical Education

STATEMENT OF ASSURANCES & CERTIFICATIONS

_____   4/22/24

Signature   Date

email: dan voce @ mora schools.org

Phone: 320-679-6210

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: Pine City Schools

District Number/Type: 578

Superintendent's Name – (Print):   Dr. Cindy Stolp

C Stolp   4.26.2024

Signature   Date

email: cstolp@isd578.org

Phone: 612-390-5590

(Duplicate as needed)

STATEMENT OF ASSURANCES & CERTIFICATIONS

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Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: **Rush City Schools**

District Number/Type: **139 Public**

Superintendent's Name – (Print): **Brent Stavig**

Signature **Brent Stavig**   Date **4/23/2024**

email: **bstavig@rushcity.k12.mn.us**

Phone: **(320) 358-1391**

(Duplicate as needed)

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4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.

6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.

7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.

8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.

9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.

10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.

11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.

12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____

Signature   Date

email: _____

Phone: _____

District Name: Willow River Public School District

District Number/Type: 0577-01

Superintendent's Name – (Print): William L. Peel

_____   4/22/24

Signature   Date

email: bpeel@isd577.org

Phone: 218-372-3131, Ext. 112

(Duplicate as needed)