

### Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2025 – June 30, 2026 (FY26)
<b>Consortium Name:</b>	Pine Technical
<b>Total Award Budget:</b>	\$213,118.54

### 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.

Cluster	POS	Type	High Wage	High Skill	In Demand	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
			Y/N	Y/N	Y/N		
Arch & C	Construction	Both	Y	Y	Y	62	8
Bus	General Management	Both	Y	Y	Y	13	44
Heal Sci	Therapeutic Services	Funding	Y	Y	Y	Developing	118
Hum Serv	Early Childhood Development and Services	Both	Y	Y	Y	37	41
Manu	Manufacturing Production Process Development	Both	Y	Y	Y	17	19
Tran, Dis	Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	23	18
Ag	Animal Systems	Both	Y	Y	Y	36	Brokered
Ag	Natural Resources Systems	S-R	Y	Y	Y	54	Brokered
Ag	Plant Systems	S-R	Y	Y	Y	30	Brokered
Hospitality	Restaurant and Food Beverage Service	Both	Y	Y	Y	82	Brokered
	Visual Arts	Funding	Y	Y	Y	23	
					<b>Totals</b>	<b>622</b>	<b>334</b>

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):				
<ul style="list-style-type: none"> <li>• <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results &amp; Priorities into field below):</li> </ul>	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 X	5 <input type="checkbox"/>

There is a critical need to enhance the adequacy of facilities, equipment, and materials to effectively deliver high-quality Career and Technical Education (CTE) programs at both the secondary and postsecondary levels. Survey responses across all groups involved in the Comprehensive Local Needs Assessment (CLNA) clearly indicate that current resources are insufficient to meet the demands of modern CTE education. Specifically, there is an urgent need to modernize labs and update equipment to remain aligned with industry standards and educational requirements.

At both the secondary and postsecondary levels, the lack of up-to-date technology and equipment hampers the ability to deliver programs that meet the evolving needs of students and employers. For example, responses indicate a significant gap in facilities that are capable of supporting advanced technical programs, which directly impacts student engagement and learning outcomes.

**Data/Source:** The CLNA survey and feedback from local employers and advisory committees confirm the demand for updated CTE resources. Survey responses highlighted concerns about outdated equipment, with some explicitly noting that current resources do not align with the latest industry standards. Furthermore, the Minnesota Department of Employment and Economic Development (DEED) reports show a growth trend in fields reliant on advanced technology and technical skills, further emphasizing the need for state-of-the-art facilities and tools to meet industry demands.

**Funding Source:** Perkins funds will be utilized to purchase equipment that meets industry standards and supports the modernization of CTE programs, ensuring that facilities are equipped to deliver cutting-edge education.

• **Strategies to address need:**

At the secondary level, Perkins funds will be used to purchase equipment for newly developed FY 25, CTE programs, including Culinary Arts, Food Chemistry, Animal Science, and Digital Photography. These programs will be equipped with industry-standard tools and technology to ensure students gain hands-on experience that aligns with current industry practices.

At the postsecondary level, Perkins funds will also be allocated to purchase equipment for Manufacturing, Emergency and Fire Management, and Engineering programs. This equipment will support the development of advanced skills that meet the needs of employers in these high-demand sectors. By the end of FY26, all equipment purchases will be completed, ensuring that CTE programs are equipped to provide students with the technical expertise required to enter the workforce.

• **Measurable Outcomes (report results in next APR):**

By the end of FY26, CTE programs will have successfully acquired industry-standard equipment, ensuring that students are better prepared for careers in their chosen fields. This investment in modern tools and technology will provide students with hands-on experience that closely mirrors current industry practices, improving their readiness for the workforce. The upgraded equipment will directly contribute to students' ability to meet the skill demands of employers, leading to a stronger connection between education and job opportunities.

**NEED B:**

**This Need is in Element(s):**

<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to expand the availability and alignment of CTE courses with postsecondary options. Some groups have expressed concerns regarding the limited variety of CTE classes offered and how they align with students' postsecondary goals, particularly for those aiming for four-year colleges or specific career paths. Feedback from stakeholders indicates that students are seeking a broader range of CTE courses that better prepare them for their future academic and career pursuits.</p> <p><b>Data/Source:</b> Survey results and feedback from both secondary and postsecondary participants indicate a desire for more course options and a closer alignment between CTE programs and postsecondary pathways. Comments such as "Need a bigger variety of classes" highlight this gap.</p>					
<b>2. Strategies to address need:</b>					
<p>The consortium will conduct a comprehensive review of current Programs of Study (POS) and Secondary-Postsecondary (S-R POS) alignment to ensure that CTE offerings meet the needs of students pursuing both immediate career opportunities and long-term educational goals. This review will identify opportunities to create new Programs of Study and increase CTE course offerings by fostering partnerships between secondary and postsecondary institutions. The goal is to provide students with more options that better align with their academic and career aspirations.</p> <p><b>Timeframe:</b> The review and partnership-building activities will be completed by the end of FY26.</p> <p><b>Funding Source:</b> Perkins funds will support this initiative.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>All S-R POS and POS will undergo a comprehensive review to ensure alignment with current industry standards and to identify opportunities for the creation of new Programs of Study.</p> <p>A Culinary POS will be reviewed, with steps taken to begin its implementation.</p> <p>A Construction POS will be reviewed, and work will begin to re-develop the current programming at the postsecondary level, aiming for implementation by Fall 2027.</p> <p>An Engineering POS will be reviewed, and work will begin to re-develop the current programming at the postsecondary level, aiming for implementation by Fall 2027.</p> <p>Additionally, the consortium will review and update S-R POS and POS to ensure that existing programs align with student needs and industry standards, with a goal for implementation by Fall 2027.</p>					

By the end of FY26, the consortium will increase the number of aligned CTE courses and Programs of Study (POS) by creating new pathways and expanding offerings. The number of available CTE courses will increase by at least 10%, ensuring a more diverse set of options that align with both postsecondary education and career pathways.

**Timeframe:** Measured by the expansion and alignment of CTE courses and the successful implementation of updated or new programs by Fall 2027

NEED C:	This Need is in Element(s):				
<b>4. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a critical need to address barriers to CTE participation, particularly at the secondary level. While all students within the consortium have access to CTE programs at secondary sites, challenges such as transportation issues, differing learning climates, and schedule conflicts prevent equitable access. These barriers are particularly impactful for students from special populations, including those in alternative learning environments or students with disabilities, hindering their ability to fully engage with CTE opportunities.</p> <p><b>Data/Source:</b> The CLNA survey results highlight these barriers as significant concerns, with respondents noting that non-traditional learners, including special populations, face logistical and educational hurdles that prevent full participation in CTE programs.</p>					
<b>5. Strategies to address need:</b>					
<p>The consortium will implement targeted initiatives to address barriers to CTE participation by hosting career exploration activities, including on-campus visits, industry tours, and high school visits. These efforts will be specifically designed to engage students from special populations, including those who face transportation or scheduling challenges. These initiatives will be funded through Perkins funds and will take place by the end of FY26.</p>					
<b>6. Measurable Outcomes (report results in next APR):</b>					
<p>By the end of FY26, the consortium will increase career exploration opportunities for secondary students, with at least 75% of participating students reporting a better understanding of the career pathways available to them. This will be measured by feedback from post-event surveys.</p>					

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 as 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):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a pressing need to enhance collaboration between the consortium and local workforce development boards to raise awareness of CTE opportunities. While the consortium has established partnerships, further efforts are needed to ensure these opportunities are more inclusive and aligned with the workforce needs of the region, particularly for students from underrepresented groups and special populations.</p> <p><b>Data/Source:</b> Feedback from local workforce agencies and employers in the CLNA highlights the need for better integration of CTE programs with local job market demands, as well as increased outreach to underserved students.</p>					
<b>2. Strategies to address need:</b>					
<p>The consortium will collaborate with local workforce development partners, including CMJTS, Pine County, WIOA, and the Department of Human Services, to expand awareness of CTE opportunities. Through this collaboration, the consortium will engage students in career exploration activities, such as industry tours, college visits, and career fairs, and <b>CTSO involvement</b> by the end of FY26.</p> <p><b>Funding Source:</b> Perkins funds will support this initiative, as well as general funds from postsecondary partner. Sponsorships (in-kind and monetary) will be considered from local business and industry partners.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>By the end of FY26, the consortium will have facilitated at least 10 regional and local CTE awareness events, with 500 students engaged. At least 60% of participants will report increased awareness of local career opportunities and educational pathways, as measured through follow-up surveys.</p>					

NEED B:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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

**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 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 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.	<b>Postsecondary Subtotal</b>	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.	<b>Secondary Subtotal</b>	2,050
7.	<b>TOTAL</b>	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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a significant need for ongoing, industry-aligned professional development for CTE faculty to improve instructional quality and ensure that both academic and technical skills are integrated into CTE programs. This will help faculty keep pace with evolving industry standards and better prepare students for success in the workforce.</p> <p><b>Data/Source:</b> CLNA feedback from faculty and administrators suggests that current professional development offerings are not tailored to the unique needs of CTE educators, particularly in integrating academic and technical skills.</p>					
2. Strategies to address need:					
By the end of FY26, Perkins funds will be used to support faculty development in CTE programs. Professional development sessions will be conducted to help faculty align curricula with industry standards and integrate academic skills with technical education, enhancing overall instructional quality.					
3. Measurable Outcomes (report results in next APR):					
By the end of FY26, at least 85% of CTE faculty will participate in at least one professional development session focused on integrating academic and technical skills into their teaching. This will be measured through attendance records and post-session 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is an urgent need to expand counseling and support services for special populations in CTE programs. Students from these groups often face additional challenges that hinder their success, including academic support and career guidance tailored to their specific needs.</p> <p><b>Data/Source:</b> The CLNA highlighted that students from special populations, including those with disabilities, economically disadvantaged students, and underrepresented groups, require additional support to succeed in CTE programs.</p> <p>Of note for Reporting year 2025:</p> <ul style="list-style-type: none"> <li>• Males: gap in 2P1 and 3P1</li> <li>• Students of color: gap in 2P1 and 3P1</li> <li>• Individuals with economically disadvantaged families: gap in 2P1</li> <li>• Individuals preparing for nontraditional fields: gap in 2P1</li> <li>• Single parents: gaps in 1P1 and 2P1</li> </ul>					
2. Strategies to address need:					
<p>By the end of FY26, Perkins funds will continue to be used to support college counseling staff dedicated to supporting CTE students from special populations. This support will include personalized career guidance, academic advising, and tailored resources for students facing barriers to success.</p>					
3. Measurable Outcomes (report results in next APR):					



By the end of FY26, at least 80% of students from special populations receiving counseling and support services will show improved academic performance and persistence in CTE programs, as measured by retention and course completion rates.

NEED B:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a significant need to expose middle school students to career and technical education (CTE) pathways at an early age to foster career readiness and expand access to vocational opportunities. Organizing career fairs focused on CTE pathways is crucial for providing students with an introduction to various career fields and the educational requirements needed to pursue those careers. These career fairs not only promote early career exploration but also advocate for the expansion of CTE programs and ensure equitable access to career readiness resources for all students.</p> <p><b>Data/Source:</b> Survey responses and feedback from stakeholders highlighted the need for early exposure to CTE pathways to help students make informed decisions about their future careers. Early career fairs provide valuable information that can guide students' educational paths, especially in high-demand industries.</p>					
<b>2. Strategies to address need:</b>					
<p>To address this need, school counselors from all consortium schools will collaborate to organize a CTE-focused career fair at Pine Technical and Community College (PTCC). This event will target middle school students and will be designed to raise awareness about various career pathways in CTE. FY25 Perkins funds will be allocated to cover the costs of organizing and implementing the event, ensuring it reaches a broad audience and provides an engaging experience for students to explore CTE opportunities.</p> <p><b>Timeframe:</b> The career fair will be held by the end of FY26.  <b>Funding Source:</b> Perkins funds will support the event.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>By the end of FY26, the consortium will have successfully organized a middle school-level CTE career fair at PTCC, with at least 80% of participating students reporting an increased awareness of CTE career pathways. Students will provide feedback through surveys, which will help guide future events and improve the effectiveness of career exploration activities.</p> <p><b>Timeframe:</b> Measured by student feedback collected after the event.</p>					

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):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a critical need to expand work-based learning opportunities for secondary students to enhance their preparedness for the workforce. These opportunities will help students gain practical experience and build the skills necessary to succeed in high-skill, high-wage occupations.</p> <p><b>Data/Source:</b> CLNA survey responses from business and industry partners highlighted the need for stronger work-based learning initiatives to bridge the gap between theoretical knowledge and practical, employable skills.</p>					
<b>2. Strategies to address need:</b>					
By the end of FY26, Perkins funds will be used to build and expand partnerships with local businesses and industries to offer work-based learning opportunities, including internships and apprenticeships, for secondary students in key CTE fields.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
By the end of FY26, 75% of secondary students participating in work-based learning opportunities will demonstrate improved job readiness skills, as evidenced by successful employment placement within six months of graduation.					

NEED B:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>2. Strategies to address need:</b>					

<b>3. Measurable Outcomes (report results in next APR):</b>

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. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a critical need to maintain NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation and to stay informed about best practices in concurrent enrollment. Maintaining accreditation ensures that concurrent enrollment programs meet high standards and remain aligned with industry expectations. Additionally, there is a need to expand CTE concurrent enrollment course offerings to increase access for students, allowing them to earn college credit while still in high school and better preparing them for postsecondary education.</p> <p><b>Data/Source:</b> Feedback from faculty and stakeholders indicates that maintaining NACEP accreditation and implementing best practices are vital for ensuring the quality and expansion of CTE concurrent enrollment programs. The expansion of concurrent enrollment offerings has been identified as a priority to increase student access to higher education opportunities.</p>					
2. <b>Strategies to address need:</b>					
<p>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.</p> <p>To address this need, key staff members will attend the NACEP conference to gain valuable insights into maintaining NACEP accreditation and implementing best practices in concurrent enrollment. The focus will be on establishing and maintaining accreditation, expanding course offerings, and developing strategies to increase student participation in CTE concurrent enrollment programs. This initiative will ensure the continued growth and improvement of the concurrent enrollment program.</p>					

**Timeframe:** Staff will attend the NACEP conference within the FY25 timeframe.

**Funding Source:** Perkins funds will be used to cover the costs of attending the NACEP conference and expanding concurrent enrollment offerings.

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

By the end of FY26, the consortium will have maintained or established NACEP accreditation for concurrent enrollment programs, ensuring adherence to best practices. Additionally, student participation in concurrent enrollment programs will increase by 5%, as measured by enrollment data for concurrent enrollment courses.

**Timeframe:** Measured by the increase in student participation in concurrent enrollment by the end of FY26.

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need to expand early college credit opportunities for high school students in CTE fields, as current offerings are limited. Expanding these opportunities will give students the chance to earn college credits and industry-recognized credentials while still in high school, increasing access to postsecondary education and career opportunities.</p> <p><b>Data/Source:</b> Feedback from CLNA respondents highlighted a demand for more early college credit opportunities in CTE, particularly in high-growth fields such as health sciences, IT, and manufacturing.</p>					
2. Strategies to address need:					
<p><b>Strategy 1: Hire a Director of Dual Enrollment</b></p> <p>To address the need for expanded early college credit opportunities, PTCC will hire a Director of Dual Enrollment to lead efforts in growing and managing concurrent enrollment programs. This position will oversee the development of new partnerships with high schools, ensure alignment with academic standards, and coordinate the expansion of CTE programs. The Director will also work to streamline communication between secondary and postsecondary institutions, identify professional development needs for teachers, and manage the implementation of new initiatives such as mobile labs and virtual simulations.</p> <p><b>Strategy 2: Offset the Cost of Offering New Concurrent Enrollment Courses</b></p> <p>PTCC will allocate Perkins funds to offset the costs associated with offering new CTE concurrent enrollment courses in high schools, making it financially feasible for more schools to participate. This funding will support the development of new CTE course offerings, purchase necessary equipment, and provide professional development for high school instructors. By reducing financial barriers, this strategy will enable</p>					



more high schools, especially in rural areas, to expand access to college credit and industry-recognized credentials for their students.

### **Strategy 3: Pilot Instructional Model to Increase CTE Early College Opportunities**

PTCC will implement a pilot instructional model for dual enrollment CTE courses, where college faculty serve as the instructor of record while collaborating with high school teachers for daily instruction and classroom management. This approach will leverage the expertise of college faculty in course content and the classroom management skills of high school teachers to enhance dual enrollment access and ensure a seamless learning experience for students.

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

### **Measurable Outcome 1: Hire a Director of Dual Enrollment**

By the end of the 2025 academic year, PTCC will hire a Director of Dual Enrollment. Within the first year of employment, the Director will successfully establish at least three new partnerships with high schools to offer additional concurrent enrollment courses. Additionally, 90% of participating high schools will report increased satisfaction with the coordination and support provided for dual enrollment programs, as measured by an annual survey.

### **Measurable Outcome 2: Offset the Cost of Offering New Concurrent Enrollment Courses**

By the end of the 2025-2026 academic year, PTCC will allocate Perkins funds to support the offering of at least five new CTE concurrent enrollment courses across participating high schools. At least 80% of high schools offering these new courses will report a decrease in financial barriers to participation, as measured by a post-implementation survey. Additionally, enrollment in CTE concurrent enrollment courses will increase by 15% compared to the previous year.

### **Measurable Outcome 3: Faculty-Led Instructional Model with High School Associate Instructors**

By the end of the 2025-2026 academic year, PTCC will implement a pilot instructional model in which college faculty serve as the instructor of record while partnering with high school teachers for day-to-day instruction and classroom management. The model will be implemented in at least two high schools.

## **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 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 X	5 <input type="checkbox"/>
<p>There is a significant need for expanded and comprehensive professional development for Career and Technical Education (CTE) staff to improve their teaching effectiveness and ensure they stay current with industry trends. This is especially important for teachers to maintain a high standard of instruction that aligns with evolving workforce demands. Additionally, addressing scheduling barriers in secondary education is essential to ensuring equitable access to CTE programs. Educating administrators and counselors about the value of CTE courses based on local workforce data will enable schools to better understand the needs of the job market and identify access gaps for students. This knowledge will support efforts to prioritize CTE offerings in the school schedule, leading to program expansion and more inclusive access for all students.</p> <p><b>Data/Source:</b> CLNA feedback reveals that CTE faculty need more targeted professional development to stay aligned with industry standards and improve student outcomes. Survey data also highlights scheduling conflicts and a lack of understanding about the importance of CTE courses, especially in relation to workforce needs, as barriers to access.</p>					
2. Strategies to address need:					
<p>The consortium will enhance professional development opportunities for CTE staff by offering targeted training programs, including CTE program-specific seminars, school counselor and administrator training, and continuing education workshops. These efforts will focus on improving instructional practices, increasing awareness of workforce trends, and addressing scheduling barriers that impact student access to CTE programs. This comprehensive professional development approach will support the recruitment and retention of diverse CTE professionals, particularly those from underrepresented backgrounds.</p> <p><b>Timeframe:</b> Professional development opportunities will be rolled out by the end of FY25, with ongoing training provided throughout FY26.</p> <p><b>Funding Source:</b> Perkins funds will be used to support the professional development activities.</p>					
3. Measurable Outcomes (report results in next APR):					

By the end of FY26, all CTE staff and instructors will have completed professional development opportunities designed to enhance their teaching effectiveness and support students in CTE programs. Additionally, due to the training of school counselors and administrators, an increase in secondary CTE concentrators is expected. The impact of this training will be measured by a 5% increase in the number of secondary CTE concentrators by the end of the academic year.

**Timeframe:** Measured by the increase in CTE concentrators by the end of FY26, with follow-up data collected from enrollment reports.

NEED B:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 X	5 <input type="checkbox"/>
<p>There is a critical need for increased professional development opportunities for postsecondary CTE professionals to better support both students and instructors in meeting the evolving demands of industry. These development opportunities are essential for ensuring that CTE programs remain aligned with current industry standards and best practices, which ultimately leads to more effective instruction and improved student outcomes. The need for comprehensive training in areas such as career development, special populations support, and modern teaching strategies has been clearly documented in the CLNA.</p> <p><b>Data/Source:</b> The CLNA highlights that postsecondary CTE professionals require ongoing professional development to keep up with industry changes. Feedback from instructors and administrators indicated that additional training is needed in areas such as Appreciative Advising, support for special populations, and career development to enhance the effectiveness of CTE programs.</p>					
<b>2. Strategies to address need:</b>					
<p>Postsecondary faculty and staff will utilize Perkins funds to participate in professional development opportunities in key areas to improve their ability to support students and align their teaching practices with industry standards. These areas include Appreciative Advising, career development (Strongs), support for special populations, and professional development for CTE instructors. By investing in these training opportunities, the consortium aims to equip faculty and staff with the skills necessary to better support students' academic and career success.</p> <p><b>Timeframe:</b> Professional development sessions will be conducted throughout FY25 and FY26, with ongoing participation encouraged.</p> <p><b>Funding Source:</b> Perkins funds will support the costs associated with these professional development activities.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					

By the end of FY26, all postsecondary CTE faculty and staff will have completed at least one professional development opportunity in the designated areas. The impact of these training opportunities will be measured by an improvement in instructional quality, as indicated by faculty and student feedback. Additionally, the professional development will contribute to improved student performance, as reflected in increased student retention and success rates in CTE programs.

**Timeframe:** Measured by faculty completion of professional development by the end of FY26 and improved student outcomes by the end of the same year.

NEED C:	This Need is in Element(s):				
<b>4. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 X	5 <input type="checkbox"/>
<b>5. Strategies to address need:</b>					
<b>6. Measurable Outcomes (report results in next APR):</b>					

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 **FY26** 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 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a pressing need to improve retention and placement rates for students of color, individuals from economically disadvantaged families, and students preparing for non-traditional fields at the postsecondary level. The CLNA analysis highlighted that these student groups face unique challenges that impact their success in higher education. Additionally, there is a critical need to enhance credential attainment for these students to ensure they are prepared for sustainable, high-wage careers. Addressing these performance gaps will contribute to academic and career success, improving outcomes for underrepresented populations.</p> <p><b>Data/Source:</b> The CLNA revealed that students from these groups often experience lower retention and placement rates, as well as challenges in completing credentials, which can limit their access to career opportunities. This indicates a need for targeted interventions to improve success rates and increase credential attainment for these students. For example, PowerBI shows that for 1P1 - Black students and students preparing for Non-Traditional Careers were over 12% below the college average.</p>					
2. Strategies to address need:					
<p>To address these performance gaps, Perkins funds will be used to provide targeted professional development opportunities for faculty, staff, and administrators at both the secondary and postsecondary levels. These opportunities will focus on strategies to support retention, placement, and credential attainment for students of color, economically disadvantaged students, and those in non-traditional fields. Professional development will also include training on best practices for fostering an inclusive learning environment and supporting students from underrepresented groups.</p> <p><b>Timeframe:</b> Professional development will be implemented throughout FY25 and FY26, with ongoing efforts to ensure continuous support for these student groups.</p> <p><b>Funding Source:</b> Perkins funds will support the professional development activities. General funds will also be used.</p>					

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

By the end of FY26, progress will be made towards closing the performance gaps for students of color, economically disadvantaged students, and those in non-traditional fields. This will be measured by an increase in retention and placement rates, as well as an improvement in credential attainment for these student groups. Specific targets will include a 5% increase in retention rates and a 5% increase in credential attainment for these populations by the end of FY26.

**Timeframe:** Measured by tracking retention, placement, and credential attainment rates by the end of FY26.

#### 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
X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There is a critical need to improve the retention of economically disadvantaged and non-traditional students in Career and Technical Education (CTE) programs. The CLNA has identified that these students face unique challenges that hinder their success, including financial barriers, lack of academic support, and limited awareness of available CTE opportunities. To address this, additional professional development,

targeted enrichment programs, and a comprehensive CTE marketing campaign are required. These efforts will focus on increasing student success and retention while also closing enrollment gaps for non-traditional students, ensuring equal access to CTE programs.

**Data/Source:** Feedback from the CLNA indicated that economically disadvantaged and non-traditional students experience lower retention rates in CTE programs. To help address these challenges, specific support strategies such as high school campus visits, summer enrichment programs, and targeted marketing efforts are essential for increasing awareness and improving retention.

##### 2. Strategies to address need:

Perkins funds will be allocated to support professional development for staff to develop and implement strategies aimed at increasing the success and retention of economically disadvantaged and non-traditional students in CTE programs. This will include planning and executing on-campus high school visit events, summer enrichment programs, and a targeted CTE marketing campaign. These activities will be designed to raise awareness of CTE opportunities and provide the necessary support for students to succeed both academically and in their transition to the workforce.

**Timeframe:** The initiatives will be implemented throughout FY25 and FY26, with continued efforts to ensure long-term success through 2027.

**Funding Source:** Perkins funds will support professional development, campus events, enrichment programs, and the marketing campaign.



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

By the end of FY27, significant progress will be made towards closing the performance gaps for economically disadvantaged and non-traditional students in CTE programs. This will be measured by an increase in the retention rates of these student groups, as well as increased participation in CTE programs among non-traditional students. Specific outcomes will include a 5% increase in retention rates for economically disadvantaged students and a 10% increase in non-traditional program enrollment by FY27.

**Timeframe:** Measured by tracking retention rates and non-traditional enrollment by the fall of 2027.

NEED C:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<p>Based on the analysis completed during the CLNA, PTCC must continue to focus on improving strategies to increase enrollment in non-traditional programs (3P1) at the postsecondary level. While there has been general satisfaction with the college's marketing efforts, feedback from faculty and staff highlights the need for more targeted and inclusive marketing strategies. These strategies should not only address the general marketing needs of the college but also focus on the specific requirements and strengths of individual programs. This approach will enhance the effectiveness of outreach efforts and support the recruitment of students into non-traditional career pathways, especially for underrepresented groups.</p> <p><b>Data/Source:</b> The CLNA revealed that, despite high overall enrollment, there are concerns about the adequacy of marketing for certain CTE programs, particularly those in non-traditional fields. Faculty feedback emphasized the need for more program-specific marketing to reach diverse student populations, particularly those in non-traditional programs.</p>					
<b>2. Strategies to address need:</b>					

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.

### **Strategy 1: Develop and Implement a Comprehensive CTE Marketing Strategy**

PTCC will use Perkins funds to develop and implement a comprehensive marketing strategy focused on increasing awareness and enrollment in Career and Technical Education (CTE) programs. This strategy will include digital advertising, social media campaigns, and the creation of targeted marketing materials highlighting students enrolled in non-traditional programs.

### **Strategy 2: Expand Participation in CTE Awareness Events**

PTCC will actively participate in local and regional events, such as FFA gatherings, high school athletic events, and other events targeting special populations, to raise awareness of CTE opportunities. These efforts will help engage a diverse audience, increase program visibility, and encourage students from various backgrounds to consider non-traditional career pathways.

## **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

### **Measurable Outcome 1: Develop and Implement a Comprehensive CTE Marketing Strategy**

By the end of the 2025-2026 academic year, PTCC will implement a comprehensive CTE marketing strategy that includes at least three digital advertising campaigns and two social media campaigns specifically promoting non-traditional programs. The strategy will result in a 10% increase in inquiries and applications for non-traditional CTE programs, as measured by website traffic and enrollment data.

### **Measurable Outcome 2: Expand Participation in CTE Awareness Events**

By June 2026, PTCC will participate in at least 10 local and regional events, including FFA, athletic events, and those targeting special populations, to promote CTE opportunities. At least 500 students will engage with PTCC at these events, and 20% of those students will show interest in enrolling in a CTE program, as measured by follow-up surveys and application data.

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

**a. What specific student group(s) were identified as having significant disparities or performance gaps?**

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):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a critical need to increase the understanding of Perkins funding, regulations, and the federal Perkins V law among secondary and postsecondary administrators. The CLNA highlighted a lack of awareness among administrators about the Perkins funding structure, consortium governance, and how these elements impact decision-making. This gap in knowledge can hinder the effective use of Perkins funds and impede collaboration across secondary and postsecondary institutions, affecting overall program success.</p> <p><b>Data/Source:</b> CLNA responses from administrators identified gaps in their understanding of Perkins funding and regulations, with many expressing a need for more training and resources to effectively manage and utilize these funds.</p>					
<b>2. Strategies to address need:</b>					
<p>To address this need, Perkins leadership will organize a Perkins 101 session in collaboration with Minnesota State and MDE staff. This session will provide an overview of the federal Perkins V law, consortium structure, governance, and the expectations for leaders, administrators, and CTE staff. By the end of FY26, this session will be delivered to ensure that all secondary and postsecondary administrators are equipped with the necessary knowledge to effectively oversee Perkins-funded programs.</p> <p><b>Timeframe:</b> The Perkins 101 session will be conducted during FY26.</p> <p><b>Funding Source:</b> Perkins funds will be used to support the session and any associated materials, as well as consortia leadership meetings.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>By the end of FY26, administrators and CTE staff will have gained a comprehensive understanding of the federal Perkins law, including how Perkins funding works, consortium governance, and their roles and responsibilities in decision-making processes. This knowledge will be reflected in increased participation in consortium meetings and more effective decision-making. Additionally, the Pine Tech Perkins consortium</p>					

operational guide will be reviewed, updated, and distributed to all administrators and staff to ensure consistent understanding and compliance.

**Timeframe:** Measured by the updated operational guide and the increased engagement of administrators in meetings and decision-making by the spring of FY26.

NEED B:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a continued need to maintain a dedicated fiscal host (Suzanne Hischer, SCRED) to ensure accurate, compliant, and strategic management of secondary Perkins funds. The CLNA revealed ongoing gaps in administrators' understanding of Perkins V regulations, funding requirements, and budget procedures. SCRED has served as the fiscal host for the secondary consortium, providing essential coordination, oversight, and expertise to support effective use of funds and alignment with federal and local priorities.</p> <p><b>Data/Source:</b> CLNA responses from secondary administrators indicated persistent uncertainty around Perkins budget processes and compliance expectations. Maintaining SCRED's role as the fiscal host ensures continuity, accountability, and improved financial stewardship across the consortium.</p>					
<b>2. Strategies to address need:</b>					
<p>To ensure continued effective management and oversight of Perkins funds, SCRED will maintain its role as the secondary budget coordinator. In this capacity, SCRED will provide essential fiscal oversight, support compliance with Perkins V regulations, and facilitate coordination among consortium members. This structure promotes transparency and consistency in budget management across all secondary partners.</p> <p><b>Timeframe:</b> Ongoing throughout FY26.</p> <p><b>Funding Source:</b> Consortium governance funds will support SCRED's coordination activities, fiscal oversight, and related administrative functions.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>SCRED, as the fiscal host and secondary budget coordinator, will continue to provide essential support and oversight to ensure compliance and collaboration across the consortium.</p> <p><b>Timeframe:</b> This work will be ongoing to maintain and strengthen effective financial management and governance.</p>					

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):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a significant need for reserve funds to support hands-on learning opportunities for students, such as site visits, career fairs, CTE program-specific excursions, and the CTE Summer Academy. These experiences are crucial for enhancing students' practical learning and providing them with exposure to real-world career opportunities in their fields of study. Engaging students with industry professionals and immersing them in real-world scenarios will deepen their understanding of their chosen careers and better prepare them for the workforce.</p> <p><b>Data/Source:</b> The need for hands-on learning was identified in the CLNA, with feedback from both students and employers highlighting the importance of real-world exposure to enhance CTE programs and provide students with relevant career skills and industry knowledge.</p>					
<p><b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps    <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<b>2. Strategies to address need:</b>					
<p>To address this need, PTCC will organize a variety of hands-on learning opportunities, including site visits to relevant industries, career fairs featuring professionals from various fields, program-specific excursions within CTE pathways, and the continuation of the CTE Summer Academy. These initiatives will provide students with valuable industry insights, career exposure, and networking opportunities, all designed to deepen their understanding of real-world applications within their fields of study.</p> <p><b>Timeframe:</b> These initiatives will be implemented throughout FY26, with ongoing efforts to expand hands-on learning opportunities.</p> <p><b>Funding Source:</b> Perkins funds will be used to support the costs of site visits, career fairs, program excursions, and the CTE Summer Academy.</p>					

<b>3. Measurable Outcomes (report results in next APR):</b>  By the end of the 2026 academic year, at least 75% of students participating in site visits, career fairs, and CTE program-specific excursions will report gaining practical knowledge, industry insights, and valuable networking opportunities. This will be measured through post-event surveys, with at least 80% of students indicating a deeper understanding of real-world applications within their fields of study.  <b>Timeframe:</b> Measured by post-event surveys conducted at the end of the 2026 academic year.
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<b>NEED B:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
<b>3. Measurable Outcomes (report results in next APR):</b>					

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)

# Pine Tech Perkins Consortium: Comprehensive Local Needs Assessment

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# 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.

- Counselors, teachers, and parents play a significant role in recommending CTE courses to students.
- 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:	<b>Basic</b>	<b>Reserve</b>	<b>Sec/PS Subtotals</b>
<b>Secondary Allocation:</b>	<b>\$72,047.89</b>	<b>\$23,726.00</b>	<b>\$95,773.89</b>
<b>Postsecondary Allocation:</b>	<b>\$93,618.65</b>	<b>\$23,726.00</b>	<b>\$117,344.65</b>
<b>Total Consortium Allocation:</b>	<b>\$165,666.54</b>	<b>\$47,452.00</b>	<b>\$213,118.54</b>

### 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 <b>Basic Funding SEC 428</b> 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	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>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.</p> <p>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."</p>
STEP #3	<p><b>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</b></p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>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.</p> <p>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.</p> <p>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."</p>
STEP #4	<p><b>Complete the Budget Narrative SEC worksheet</b></p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p><b>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</b></p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>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.</p> <p>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."</p>
STEP #5	<p><b>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</b></p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>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.</p> <p>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."</p>
STEP #6	<p><b>Look at Rows 48 and 50 of the Summary Worksheet;</b> 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.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

(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.

**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:**

[illegible]

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	\$17,976.00		\$17,976.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$23,726.00	\$0.00	\$23,726.00
				\$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
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		\$23,726.00	\$0.00	\$23,726.00

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.		\$17,976.00
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.		\$5,000.00
Support integration of academic skills into CTE programs and programs of study.		\$750.00
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 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.*

Industry Standard Equipment for approved programs of study; \$52297.89; CLNA #2/ Narrative #2  
CTSO Advisor Expenses (for new or redeveloping CTSOs. Will pay for substitutes, overnight hotel rooms); \$2000; CLNA #5/ Narrative #3  
Teacher Professional Development (content-area conferences); \$5500; CLNA #4/Narrative #8  
Counselor CTE-Related Professional Development; \$2000; 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 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.*

## SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. 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.*



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*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. 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.*

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<b>SECONDARY Narrative for Perkins V Application</b>
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*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
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*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure 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) need identified in CLNA addressed with the expenditure.*

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
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### Narrative Funding--Postsecondary

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
Psychologist 2	Provide support to students, including special populations					\$35,000.00						\$35,000.00
Director of Dual Enrollment	Coordinate all dual enrollment programs, increasing access to early college opportunities in CTE							\$24,000.00				\$24,000.00
												\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$24,000.00	\$0.00	\$0.00	\$0.00	\$59,000.00
Healthcare - EMS	Airway Management Trainers we can use I-gels with.		\$7,600.00									\$7,600.00
												\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	\$0.00	\$7,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,600.00
NOCTI	Assessment for Machining Students		\$500.00									\$500.00
Professional Development	NACEP National Conference							\$10,000.00				\$10,000.00
Expand Concurrent Enrollment Programs	Two new EMS Courses							\$6,000.00				\$6,000.00
Professional Development	Appreciative Advising								\$500.00			\$500.00
Professional Development	Srongs								\$500.00			\$500.00
CTE AWAreness/Marketing	CTE Marketing Strategy									\$9,518.65		\$9,518.65
												\$0.00
												\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$16,000.00	\$1,000.00	\$9,518.65	\$0.00	\$27,018.65
<b>Administration--Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>												
<b>2024-2025 Proposed Budget</b>		\$0.00	\$8,100.00	\$0.00	\$0.00	\$35,000.00	\$0.00	\$40,000.00	\$1,000.00	\$9,518.65	\$0.00	\$93,618.65

[illegible]

(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
			<b>Multiple: Manufacturing, Construction,</b>	
Personnel	CTE Summer Academy Instruction		\$10,000.00	\$10,000.00
				\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>
Equipment/Supplies	Equipment and supplies to offer and support the CTE Summer Academy		\$10,226.00	\$10,226.00
				\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$10,226.00</b>	<b>\$10,226.00</b>
Middle School Career Fair	Funds to support a partnership with secondary schools to host a middle school career fair		\$1,500.00	\$1,500.00
Worksills Day	Funds to support a partnership with Rum River Special Education Consortium to host career exploration event		\$1,000.00	\$1,000.00
Pine County Manufacturing Day	Funds to support Pine County Manufacturing Day		\$1,000.00	\$1,000.00
				\$0.00
				\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$3,500.00</b>	<b>\$3,500.00</b>
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>2024-2025 Proposed Budget</b>		<b>\$0.00</b>	<b>\$23,726.00</b>	<b>\$23,726.00</b>

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.		X
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

Funds will be used to support a new position, Director of Dual Enrollment. This position will provide leadership for all dual-enrollment programs, encouraging growth of CTE pathways from secondary to postsecondary. This position will also support support for the Perkins consortium. \$24,000 Narrative 7 Early College, CLAN Elements 2 and 5

*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 - EMS, \$7600, 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 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.*

TSA Assessment - NOCTI for Machining Courses, \$500, narrative 2, element 2

Professional Development - NACEP, \$10,000 narrative 7, element 2/4

Early College - New Concurrent Enrollment Courses, \$6,000, narrative 7, element 3

Professional Development - Appreciative Advising, \$500, narrative 8, element 2/4

Professional Development - STRONGS, \$500, narrative 8, element 2/4

CTE Marketing - comprehensive cte marketing strategy. \$9,518.65. narrative 9. element 1/2/5

*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 each expenditure 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) need identified in CLNA addressed with the expenditure.*

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 opportunities, with a focus on promoting students to explore non-traditional fields. Funds will also be used to support secondary career exploration opportunities. CLNA element 5. \$23,726

# Consortium Plan: Budget Summary 2022-2023

<div> <div>Pine Tech</div> <div> July 1, 2024 - June 30, 2025 (FY25)  Budget by Application Narratives </div> </div>				
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 2: Programs of Study	Secondary	\$52,297.89		\$52,297.89
	Postsecondary		\$8,100.00	\$8,100.00
	<b>Total</b>	<b>\$52,297.89</b>	<b>\$8,100.00</b>	<b>\$60,397.89</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$35,000.00	\$35,000.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$35,000.00</b>	<b>\$35,000.00</b>
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$40,000.00	\$40,000.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$40,000.00</b>	<b>\$40,000.00</b>
Narrative 8: Support for Professionals	Secondary	\$7,500.00		\$7,500.00
	Postsecondary		\$1,000.00	\$1,000.00
	<b>Total</b>	<b>\$7,500.00</b>	<b>\$1,000.00</b>	<b>\$8,500.00</b>
Narrative 9: Performance Gaps	Secondary	\$0.00		\$0.00
	Postsecondary		\$9,518.65	\$9,518.65
	<b>Total</b>	<b>\$0.00</b>	<b>\$9,518.65</b>	<b>\$9,518.65</b>
Narrative 10: Governance	Secondary	\$10,250.00		\$10,250.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$10,250.00</b>	<b>\$0.00</b>	<b>\$10,250.00</b>
Narrative 11: Reserve Funds	Secondary	\$23,726.00		\$23,726.00
	Postsecondary		\$23,726.00	\$23,726.00
	<b>Total</b>	<b>\$23,726.00</b>	<b>\$23,726.00</b>	<b>\$47,452.00</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
PLAN TOTALS	Secondary	\$95,773.89		\$95,773.89
	Postsecondary		\$117,344.65	\$117,344.65
	<b>Total</b>	<b>\$95,773.89</b>	<b>\$117,344.65</b>	<b>\$213,118.54</b>

## COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$72,047.89	\$23,726.00	\$95,773.89
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$93,618.65	\$23,726.00	\$117,344.65
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00

# Completing the Program of Study Spreadsheet

## July 1, 2025 - June 30, 2026 (FY26)

### Pine Tech

There is information to complete on BOTH of the FY26 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets or saving as an MS Excel document in a format other than the original may disable dropdown menu options.**

**SRPOS Verification tab:** Consortium leaders verify that each of the Programs of Study identified on the "SRPOS" tab meet **ALL SEVEN** of the criteria required for a State-Recognized Program of Study.  
**Check the box on row 16 and insert consortium leader signatures on row 19.**

**SRPOS tab:** Consortium leaders **may submit up to 15** Programs of Study that they verify below meet all seven criteria for State-Recognized Programs of Study. This information will be posted for the public on the Minnesota State website to meet federal requirements for posting of POS information. **Two pathways per POS may be identified.** **NOTE: Programs of Study that are "in development" are not yet Programs of Study and should NOT be listed on this tab.**

**POS Funding tab:** Consortium leaders may submit up to **10 Programs of Study** for which some level of Perkins funding is identified/requested in the consortium plan. **Two pathways per POS may be identified.** Financial support requested for all POS included on this tab should be included in Narrative 2 of the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in row 11.  
**Consortia may wish to identify POS "in development" for funding on this tab.**

#### Key Instructions: State-Recognized Programs of Study (SRPOS) tab

\* Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.

\* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.

\* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

**ROWS 2-3:** Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should populate with information when you begin entering field, cluster, and pathway information in the first column of each SRPOS.

**ROW 4:** Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded BLUE. If you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second POS column. The postsecondary partners and postsecondary programs to which you can align your POS in rows 6-9 will be based on the pathway choices you identify in these two cells.

**ROW 5:** Enter the CTE approved program code number for the programs aligned to each POS, followed by the school districts in your consortium with that approved program.

**ROW 6:** A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the programs they offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. **If only one postsecondary partner, or only one career pathway being developed in the POS, leave the 2nd column blank.** There is an option "Institution Not on List (See Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the missing institution's name and college program in Narrative 2.

**ROWS 7-9:** From the dropdown menu options of postsecondary programs offered by the institution you selected in row 6, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options will be different in the two POS columns (if you are partnering with two institutions) based on the different programs provided at each postsecondary institution.

**Approved Work-based Learning Programs :** S-RPOS MUST include authentic work-based learning at either the

secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified WBL program codes (and the school districts approved to offer them) through which a student could obtain WBL experience in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or postsecondary WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE classes in the program of study.

### Key Instructions: POS Funding tab

\* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

**\* See instructions above (rows 37-38) regarding YELLOW cells.**

\* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from rows 2-9 on the S-RPOS tab to those rows/cells on the Funding tab.

**Use the same instructions as above for completing information in rows 2-9.**

**ROW 10:** Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a state-recognized POS on the SRPOS tab.

**ROW 11--Funding Priority:** Consortium leadership teams should identify the priority spending level of spending requests made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. **NO MORE THAN THREE (3)** can be identified as Priority 1 (top level), and **NO MORE THAN THREE (3)** POS can be identified as Priority 2. Note that POS listed on this tab **DO NOT** need to be State-Recognized POS to be prioritized for funding; however, Narrative 2 of your consortium plan should clearly describe how this need and priority were identified to align with your CLNA.

**Use the table below to assist in determining the funding priority level for each Program of Study:**

Priority Level	Rationale
Priority 1 <b>(no more than THREE POS)</b> <b>--LIST THESE POS FIRST--</b>	Program of Study represents a high priority workforce need in CLNA findings. These are not necessarily the largest amounts to be spent--simply the highest priorities. The State Team would expect to see these among a consortia's earliest expenditures upon approval of their plan.
Priority 2 <b>(no more than THREE POS)</b> <b>--LIST THESE POS NEXT--</b>	Program of Study represents a workforce need for continued support, possibly to provide industry-standard equipment or innovate existing program delivery. The State Team would expect to see these expenditures made ahead of Priority 3 items as the consortium team would have determined them to be of higher priority.
Priority 3 <b>(either 3 POS, or 4 if no Reserve)</b> <b>--LIST THESE POS NEXT--</b>	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds <b>(OPTIONAL)</b> <b>--LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--</b>	Use of Reserve funding to develop a new POS (i.e., development to establish new POS or to develop coordination and alignment of secondary and postsecondary programs which exist at one level but not at the other). If consortium plan does not include use of reserve funds for new POS development, do not identify any POS with this label on the POS funding tab.

**\* [OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium offers an **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with the identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #--Course #**. Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture. **Focus should be on courses that may be included in equipment requests for the primary CTE program in the POS.** (Contact MDE Program Specialists if you have questions on listing courses in these cells.)

### RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)



**State-Recognized Program of Study Verification**  
**July 1, 2025 - June 30, 2026 (FY26)**  
**Pine Technical Consortium**

***There are seven minimum criteria that must be met for identification as a State-Recognized Program of Study:***

1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment.

*The State-Recognized Programs of Study submitted by our consortium  
meet all seven of the minimum criteria identified above.*

X

[Insert "X" in the box to confirm]

Ashley Nelson

[Secondary Consortium Leader]

Kierstan Peck

[Postsecondary Consortium Leader]

Pine Tech	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	General_Management	Operations_Management	Food_Products_and_Processing_Systems	Power_Structural_and_Technical_Systems
High Schools & Approved CTE Programs (Table C)	(140710) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Henning, Isle, Little Falls, Pierz Healy, Pillager, Pine River Backus, Sebeka, Verndale, Wadena-Deer Creek		(019901) Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Plainview, Red Wing, Rushford-Peterson, St. Charles, Spring Grove, Winona, Zumbrota-Mazeppa	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_025	Northland_Community_Technical_College_049	Riverland_Community_College_023	South_Central_College_054
Postsecondary CTE Program #1	Please Select...	Production and Inventory Management	Food Science	Agribusiness Service Technician
Postsecondary CTE Program #2	Please Select...	Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Little Falls 019901 course #05		Anoka-Hennepin 090101 course #21	Rushford-Peterson 171000 course #41 Red Wing 171710 courses #31, #32

Pine Tech	POS 3		POS 4	
Career Field	Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	Therapeutic_Services	Diagnostic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Film
High Schools & Approved CTE Programs (Table C)	(070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center		(171502) Grand Rapids	
Postsecondary Partner Institutions	StCloud_Technical_Community_College_073	StCloud_Technical_Community_College_016	Lake_Superior_College_033	Hennepin_Technical_College_006
Postsecondary CTE Program #1	Surgical Technology	Cardiovascular Technology	Media Studies and Production	Please Select...
Postsecondary CTE Program #2	Practical Nursing	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			Grand Rapids 140710 course #68	

	POS 5		POS 6	
<b>Pine Tech</b>				
<b>Career Field</b>				
<b>Career Cluster</b>				
<b>Career Pathway</b>	Please Select...		Please Select...	
<b>High Schools &amp; Approved CTE Programs (Table C)</b>				
<b>Postsecondary Partner Institutions</b>	Please Select...		Please Select...	
<b>Postsecondary CTE Program #1</b>	Please Select...	Please Select...	Please Select...	
<b>Postsecondary CTE Program #2</b>	Please Select...	Please Select...	Please Select...	
<b>Postsecondary CTE Program #3</b>	Please Select...	Please Select...	Please Select...	
<b>State-Recognized</b>				
<b>Funding Priority</b>	Priority 2		Priority 2	
<b>Interdisciplinary CTE-Related Courses (optional)</b>				

Pine Tech	POS 7		POS 8	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...		Please Select...	
Postsecondary CTE Program #1	Please Select...		Please Select...	
Postsecondary CTE Program #2	Please Select...		Please Select...	
Postsecondary CTE Program #3	Please Select...		Please Select...	
State-Recognized				
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

Pine Tech	POS 9		POS 10	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Use This Sheet for Guidance on Identifying Secondary Courses Aligned with Specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

Program of Study--Field	Program of Study--Cluster	Table C -- MDE Program Area	Table C -- Program Code	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations		170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information Systems	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications Marketing Management	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information Systems	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information Systems	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53 #54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS	090101	Culinary/Hospitality/Food Science	#01; #06; #16-28
		Service Occupations	090301	Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01-#07 #08-#12 #18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers Human Services & Service Learning	#01; #06; #34-36 #01; #06; #40-42 #01; #06; #53-54
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

The pathways below currently have NO Minnesota State postsecondary programs offered:

CAREER_FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications_Technology
Business, Management, & Administration	Business_Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing_Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation_Amusements_and_Attractions
Engineering, Manufacturing, & Technology	Sales_and_Services
Engineering, Manufacturing, & Technology	Transportation_Systems_Infrastructure_Planning_Management_and_Regulation
Engineering, Manufacturing, & Technology	Warehousing_and_Distribution_Center_Operations
Engineering, Manufacturing, & Technology	Logistics_and_Inventory_Control
Engineering, Manufacturing, & Technology	Health_Safety_and_Environmental_Assurance
Human Services	Administration_and_Administrative_Support
Human Services	Revenue_and_Taxation
Human Services	Foreign_Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer_Services

Pine Tech	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3	
Career Field	Human_Services	Human_Services	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Human_Services_Pathway	Human_Services_Pathway	Manufacturing	Manufacturing	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Early_Childhood_Development_and_Services	Early_Childhood_Development_and_Services	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Animal_Systems	Animal_Systems
High Schools & Approved CTE Programs (Table C)	East Central, Hinckley Finlayson, Mora, Pine City, Rush City, Willow River (090101)		(171710) East Central, Hinckley Finlayson, Mora, Pine City, Willow River (171000) Mora, Willow River (019901) Rush City		(019901) Braham, Mora, Rush City, Willow River	
Postsecondary Partner Institutions	Pine_Technical_Community_College_017	Please Select...	Pine_Technical_Community_College_041	Please Select...	Northland_Community_Technical_College_005	Please Select...
Postsecondary CTE Program #1	Early Childhood Development	Please Select...	Precision Machining Technology	Please Select...	Animal Science	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities	Yes		Yes			
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River		(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River		(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River	
Certification and Industry Recognized Credential	Precision Exam--Early Childhood					
Recognized Postsecondary Credentials:						
Academic Award	Cert, Diploma, AAS, AS		Cert, Diploma, AAS		AAS	
Work-based Learning	Practicum I and II		Internship/Capstone		Internship	
Licensure, Certifications, and/or Industry Recognized Credentials			NOCTI		Veterinary Technician	



Pine Tech	State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Business_Management_and_Administration	Business_Management_and_Administration	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	General_Management	General_Management	Construction	Construction
High Schools & Approved CTE Programs (Table C)	(171710) Pine City (170302) Mora (019901) Braham, Rush City		(140710) Braham, Pine City, Rush City		(171000) Mora, Pine City, Willow River (171710) East Central, Hinkley-Finlayson (019901) Rush City	
Postsecondary Partner Institutions	Pine_Technical_Community_College_02_1	Please Select...	Pine_Technical_Community_College_02_5	Please Select...	Pine_Technical_Community_College_01_1	Please Select...
Postsecondary CTE Program #1	Automotive Technology	Please Select...	Business Essentials	Please Select...	Construction Technology	Please Select...
Postsecondary CTE Program #2		Please Select...	Business Administration	Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...	Business Transfer Pathway	Please Select...		Please Select...
Dual Enrollment Opportunities	Yes		Yes		Yes	
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River		(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River		(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River	
Certification and Industry Recognized Credential	Precision Exams--Small Engines; Precision Exams--Auto Service Fundamentals				Precision Exams--Construction Trades and Foundation	
Recognized Postsecondary Credentials:						
Academic Award	Cert, Diploma, AAS		Cert, Diploma, AS		Diploma, AAS	
Work-based Learning	Experiential Thinking				Internships	
Licensure, Certifications, and/or Industry Recognized Credentials					OSHA	

Pine Tech	State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Hospitality_and_Tourism	Hospitality_and_Tourism	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Natural_Resources_Systems	Natural_Resources_Systems	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services	Plant_Systems	Plant_Systems
High Schools & Approved CTE Programs (Table C)	(019901) Braham, Mora, Rush City, Willow River		(090101) East Central, Hinckley-Finlayson, Mora, Pine City, Rush City		(019901) Braham, Mora, Willow River	
Postsecondary Partner Institutions	Central_Lakes_College_047	Please Select...	Central_Lakes_College_064	Please Select...	Central_Lakes_College_053	Please Select...
Postsecondary CTE Program #1	Natural Resources Technology	Please Select...	Culinary Arts	Please Select...	Agricultural Science	Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River		(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River		(000750) Braham, Willow River (009090) East Central, Hinckley-Finlayson, Mora, Pine City, Willow River	
Certification and Industry Recognized Credential	Precision Exam				Precision Exam	
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials			ServSafe Food Handlers/Managers			

Pine Tech	State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field						
Career Cluster						
Career Pathway						
High Schools & Approved CTE Programs (Table C)						
Postsecondary Partner Institutions		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs						
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

Pine Tech	State-Recognized POS 13		State-Recognized POS 14		State-Recognized POS 15	
Career Field						
Career Cluster						
Career Pathway						
High Schools & Approved CTE Programs (Table C)						
Postsecondary Partner Institutions		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs						
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

Pine Tech	POS 1		POS 2	
Career Field	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems	Business_Management_Administration	Business_Management_Administration
Career Cluster	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications	Hospitality_and_Tourism	Hospitality_and_Tourism
Career Pathway	Visual_Arts	Visual_Arts	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services
High Schools & Approved CTE Programs (Table C)	East Central, Pine City, Rush City (090101)		East Central, Mora, Hinckley-Finlayson, Rush City, Pine City (090101)	
Postsecondary Partner Institutions	Central_Lakes_College_077	Please Select...	Central_Lakes_College_064	
Postsecondary CTE Program #1	Graphic Design	Please Select...	Culinary Arts	
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	
State-Recognized	Yes		Yes	
Funding Priority	Priority 2		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Interior Design, Fashion Design, Graphic Design			

	POS 3		POS 4	
<b>Pine Tech</b>				
<b>Career Field</b>	Engineering_Manufacturing_Technolog Y	Engineering_Manufacturing_Technolog Y	Human_Services	Human_Services
<b>Career Cluster</b>	STEM	STEM	Human_Services_Pathway	Human_Services_Pathway
<b>Career Pathway</b>	Manufacturing_Production_Process_De velopment	Manufacturing_Production_Process_De velopment	Early_Childhood_Development_and_Se rvices	Early_Childhood_Development_and_Se rvices
<b>High Schools &amp; Approved CTE Programs (Table C)</b>	Hinckley-Finlayson, Rush City, Braham (019901)Willow River, Mora, Pine City, Hinckley Finlayson, East Central (171710)☐		East Central, Hinckley Finlayson, Mora, Pine City, Rush City (090101)	
<b>Postsecondary Partner Institutions</b>	Pine Technical_Community_College_041	Please Select...	Pine Technical_Community_College_017	Please Select...
<b>Postsecondary CTE Program #1</b>	Applied Engineering Technology	Please Select...	Early Childhood Development	Please Select...
<b>Postsecondary CTE Program #2</b>	Precision Machining Technolgy	Please Select...	Please Select...	Please Select...
<b>Postsecondary CTE Program #3</b>	Please Select...	Please Select...	Please Select...	Please Select...
<b>State-Recognized</b>	Yes		Yes	
<b>Funding Priority</b>	Priority 2		Priority 2	
<b>Interdisciplinary CTE- Related Courses (optional)</b>			Child Psychology, Lifespan Development	

Pine Tech	POS 5		POS 6	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics
Career Pathway	Animal_Systems	Animal_Systems	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance
High Schools & Approved CTE Programs (Table C)	Braham, Hinckley Finlayson, Mora, Rush City, Willow River (019901)		Mora (170302), Pine City (171710), Rush City (019901), Braham (019901),	
Postsecondary Partner Institutions	Vermillion_Community_College_005	Please Select...	Pine Technical_Community_College_021	Please Select...
Postsecondary CTE Program #1	Veterinary Technician	Please Select...	Automotive Technology	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Animal Science		Small Engines	

	POS 7		POS 8	
<b>Pine Tech</b>				
<b>Career Field</b>	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technolog y	Engineering_Manufacturing_Technolog y
<b>Career Cluster</b>	Business_Management_and_Administra tion	Business_Management_and_Administra tion	Architecture_and_Construction	Architecture_and_Construction
<b>Career Pathway</b>	General_Management	General_Management	Construction	Construction
<b>High Schools &amp; Approved CTE Programs (Table C)</b>	Braham, Pine City, Rush City (140710)		Pine City, Willow River (171000) East Central, Hinkley-Finlayson (171710) Braham, Rush City (019901)	
<b>Postsecondary Partner Institutions</b>	Pine Technical_Community_College_025	Please Select...	Pine Technical_Community_College_011	Please Select...
<b>Postsecondary CTE Program #1</b>	Business Essentials	Please Select...	Construction Technology	Please Select...
<b>Postsecondary CTE Program #2</b>	Business Administration	Please Select...	Please Select...	Please Select...
<b>Postsecondary CTE Program #3</b>	Business Transfer Pathway	Please Select...	Please Select...	Please Select...
<b>State-Recognized</b>	Yes			
<b>Funding Priority</b>	Priority 2		Priority 1	
<b>Interdisciplinary CTE- Related Courses (optional)</b>				



<b>Pine Tech</b>	<b>POS 9</b>		<b>POS 10</b>	
<b>Career Field</b>	Health_Science_Technology	Health_Science_Technology		
<b>Career Cluster</b>	Health_Science	Health_Science		
<b>Career Pathway</b>	Therapeutic_Services	Therapeutic_Services		
<b>High Schools &amp; Approved CTE Programs (Table C)</b>	Developing			
<b>Postsecondary Partner Institutions</b>	Pine_Technical_Community_College_073	Please Select...		Please Select...
<b>Postsecondary CTE Program #1</b>	Nursing	Please Select...		Please Select...
<b>Postsecondary CTE Program #2</b>		Please Select...		Please Select...
<b>Postsecondary CTE Program #3</b>		Please Select...		Please Select...
<b>State-Recognized</b>	No			
<b>Funding Priority</b>	Priority 1			
<b>Interdisciplinary CTE-Related Courses (optional)</b>				

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 Both	Narrative(s) in Which Funding Reported	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 FY25, moved previously supported positions to 100% general fund.
6	Director of Dual Enrollment Programs	Jen Rancour	20%	Postsecondary	6/2/2025	\$25,000	Basic	7	New position



Pine Tech Consortium Perkins Secondary Equipment Inventory										
Date	Description	Equip ID#	Vendor	Cost	Location	Relocate To	Condition	Dispose Date	Fed %	Inventory Date
10/13/2004	Wire Feed Welder	300189	Oxygen Service	2400	RCHS 720		Good		100	11/18
10/26/2004	Powermatic Joine	215	Tool Crib	1010	RCHS 730		Good		100	11/18
4/5/2005	Plasma Cutter		Oxygen Service	1610	RCHS 730			Disposed	100	
12/6/2005	Scroll Saw	2911	Acme Tools	460	RCHS 730		Good		100	11/18
1/30/2006	Slide Compound Saw		Acme Tools	500	RCHS 730			Disposed	100	
12/16/2005	Jet Mill Lathe	2856	Acme Tools	442	RCHS 730		Good		100	11/18
2/13/2006	Thunderbolt Arc V	300165	Oxygen Service	420	RCHS 720		Good		100	11/18
5/26/2006	Thunderbolt Arc V	300164	Oxygen Service	840	RCHS 720		Good		100	11/18
6/7/2006	Arc Welder	300163	Oxygen Service	835	RCHS 720		Good		100	11/18
1/26/2006	Cordless Drill Nailer		Acme Tools	500	RCHS 730			Disposed	100	
2/2/2007	Jessem Router		Acme Tools	1030	RCHS 730			Disposed	100	
5/31/2007	Dewalt Cordless Drill (2)		Oxygen Service	280	RCHS 730			Disposed	100	
5/31/2007	Syncrowave 200	2972	Oxygen Service	1880	RCHS 730		Good		100	11/18
6/12/2008	Portable Cable R	410	Shopbot	9105	RCHS 730		Good		50%	11/18
7/25/2007	Epson Projector	1939	Tierney Brothers	899	MHS			Disposed 6/30/18	100	
7/25/2007	Epson Projector	1938	Tierney Brothers	899	MHS			Disposed 6/30/18	100	
9/2007	Epson Projector	1973	Tierney Brothers	706	MHS			Disposed 6/30/18	100	
4/14/2008	Dell Computer		Dell	931	MHS			Disposed 12/15/1	100	
5/1/2008	Broadcast System		Kanabec System	955	MHS			Disposed 12/15/1	100	
6/14/2008	Zoff-IMAC 24 Inte	CP3	Apple Com Inc	1974	ECHS			Disposed	100	
6/14/2008	Zoff-IMAC 24 Inte	CP4	Apple Com Inc	1974	ECHS			Disposed	100	
6/14/2008	Zoff-IMAC 24 Inte	CP5	Apple Com Inc	1974	ECHS			Disposed	100	
6/30/2007	Diagonala Smartt	165	Resource	1306	BHS 117			Disposed 8/1/18	100	
6/30/2007	ECE Hookup Smartbd		Bob's Electric	315	BHS 117			Disposed 8/1/18	100	
6/17/2008	Smart Boards (2)	208, 209	Compview	4927	BHS 117	repurposed / MDE Approval 12/14/16			100	12/14/2016
2009	Microwaves (3)		Sears	1460	BHS FCS			Disposed 8/16	100	
10/16/2007	Electric Range	CP1	Quality Home Ctr	399	ECHS FCS			Disposed	100	
6/17/2008	Canon Powershot	CP2	Apple Com Inc	728.88	ECHS 208			Disposed	100	
3/30/2009	Bandsaw	411	Acme Tools	900	RCHS 730		Good		100	11/18
3/30/2009	Jet Spindle Sande	426	Acme Tools	980	RCHS 730		Good		100	11/18
3/31/2009	Drill Press	409	Acme Tools	880	RCHS 730		Good		100	11/18
3/30/2009	Hammerdrill Impact (2)		Acme Tools	280	RCHS 730			Disposed	100	
6/1/2009	Drill & Driver (2)		Acme Tools	280	RCHS 730			Disposed	100	
6/1/2009	Router Table	300166	Rockler WW	2195	RCHS 730		Good		100	11/18
6/29/2009	Zoff Imac 24 In In	CP6	Apple Com Inc	1399	ECHS			Disposed	100	
6/29/2009	Zoff Imac 24 In In	CP7	Apple Com Inc	1399	ECHS			Disposed	100	
6/29/2009	Zoff Imac 24 In In	CP8	Apple Com Inc	1399	ECHS			Disposed	100	
6/30/2009	Green House Gro	CP9	National Gar Ass	939.61	ECHS			Disposed 6/2018	100	
2/19/2009	Smart Boards (2)	231, 232	Tierney Brothers	2458	BHS 117	BHS 113	Good		100	11/15/2018
8/5/2008	Projector	Perkins 09	Compview	1372.37	BHS 117		Good		100	11/15/2018
05/08/09	CPS System 32 H	236	Edutek Midwest	2295	BHS 117			Disposed 8/1/18	100	
9/25/2008	Garage Lift	3824	Garage Toys	795	MHS 264		Good		100	12/13/2018
4/23/2009	RPV Transmitter/Coupler		Kanabec Systems	415	MHS			Damaged/unusab	100	
6/18/2009	Camcorder/Canoe	2303	Gary Hirsch	939.96	MHS			Damaged/unusab	100	
7/23/2009	Sandblaster	3822	Auto Body Toolm	349.99	MHS 264		Good		100	12/13/2018
6/25/2010	Spot Welder	300190	Oxygen Service C	925	RCHS 720		Good		100	11/18
6/25/2010	Saw Cut Off Mac	157	Oxygen Service C	230	RCHS 730		Good		100	11/18
6/25/2010	Saw Cut Off Rap	158	Oxygen Service C	406	RCHS 730		Good		100	11/18
10/22/2009	Dry Erase Bd		Optima	900	MHS			Damaged/Dispos	100	
5/27/2010	Elect Convection	2408	Ashworth Audio/E	699	MHS			Disposed 2016	100	
3/30/2010	Canon Scanner	Perkins10	Sed Intl	164	BHS 117		Good		100	11/15/2018
3/17/2010	Xerox Phaser Pri	255	Xerox Direct	2904	BHS 117		Good		100	11/28/2018
2010	Ranges (2)		Sears	1393	BHS FCS			Disposed 8/1/16	100	
2010	Microwaves (6)		Sears	774	BHS FCS			Disposed 8/1/16	100	
8/18/2009	Microwave/Hood	CP10	Quality Home Ctr	242	ECHS FCS		Cracked Front		100	11/28/2018
8/18/2009	Microwave/Hood	CP11	Quality Home Ctr	242	ECHS FCS		Good		100	11/28/2018
8/18/2009	Microwave/Hood	CP12	Quality Home Ctr	242	ECHS FCS		Good		100	11/28/2018
8/18/2009	Microwave/Hood	CP13	Quality Home Ctr	242	ECHS FCS		Good		100	11/28/2018
8/18/2009	Microwave/Hood	CP14	Quality Home Ctr	242	ECHS FCS		Good		100	11/28/2018
8/18/2009	Electric Range	CP15	Quality Home Ctr	349	ECHS FCS		Good		100	11/28/2018
8/18/2009	Electric Range	CP16	Quality Home Ctr	349	ECHS FCS		Working/ Doesn't Heat Evenly		100	11/28/2018
11/5/2010	Journeyman Weld	159	Oxygen Service C	320	RCHS 720		Good		100	11/18
6/7/2011	Hammerdrill		Acme Tools	860	RCHS 730			Disposed	100	
6/27/2011	Dragon Dictate	Virtual	Office Max	533.22	BHS 117		Good		100	11/15/2018
2/3/2011	15"Macbook	328	Apple Computer	1967	BHS 117			Disposed 8/1/18	100	11/15/2018
FY11	Kitchenaid Mixer	306-311	Nasco	2370	BHS FCS	HFHS FCS	1 not working	Reallocated to HF	100	12/5/2018
10/5/2010	Tool Cart	3823	Auto Value	466.76	MHS 264		Good		100	12/13/2018
5/31/2011	Sander		Auto Value	497.96	MHS 264		Damaged	Disposed 8/1/18	100	12/13/2018
6/3/2011	Canon Ink Jet P	2464	ARC	3032.19	MHS Media		Not usable		100	12/13/2018
11/29/2010	Flip Video Cam (2	CP17-36	CDW Gov Inc	2521.80 (20)	ECHS Media		2 nonworking/11	7 cameras dispos	100	11/28/2018
6/29/2011	Janome Sewing M	CP37	Kelly J's Sewing	299	ECHS FCS		Good		100	11/28/2018
6/29/2011	Janome Sewing M	CP38	Kelly J's Sewing	299	ECHS FCS		Good		100	11/28/2018
6/28/2012	Plate Joiner Kit		Acme Tools	250	RCHS 730		Good		100	11/18
11/11/2011	Laptop Computer		Bytespeed	860	RCHS 730			Disposed	100	
11/11/2011	Laptop Computer		Bytespeed	600	RCHS 730			Disposed	100	
6/28/2012	Cordless Drill/Driver		Acme Tools	260	RCHS 730			Disposed	100	
1/26/2012	iPad and Cover	Perkins FY12	Apple Computer	269	BHS 117		Good		100	8/1/2018
2/23/2012	Typing Software		Ind Software Inc	2508.99	BHS 117			Expired	100	11/15/2018
4/4/2012	Chromebook	Perkins FY12	Google Inc	448.92	BHS 117		Good		100	11/15/2018
5/12/2019	Whirlpool Ovens	312,313	Lowes	1078	BHS FCS	HFHS FCS	Good	Reallocated to HF	100	12/5/2018
7/9/2011	Whirlpool Refrige	CP39	Quality Home Ctr	799	ECHS FCS		Good		100	11/28/2018
8/22/2011	Grow Lab Master	CP40	National Gar Ass	699	ECHS			Disposed 6/2018	100	
9/27/2012	Singer Con Mach	3839	Sewingmachines	259	MHS 338		Good		100	12/13/2018
9/27/2012	Singer Con Mach	3840	Sewingmachines	259	MHS 338		Good		100	12/13/2018
9/27/2012	Singer Con Mach	3841	Sewingmachines	259	MHS 338		Good		100	12/13/2018
6/27/2013	Epson Projector		Tierney Brothers	831.02	MHS 436		Good		100	8/8/2018
4/11/2013	Game it Software		Stem Fuse	499	BHS 117			Expired	100	
4/11/2013	Virtual Business SWare		Knowledge Matte	1095	BHS 117			Expired	100	
10/12/2012	Benchtop Mortise	1263	Acme Tools	480	RCHS 730		Good		100	11/18
1/30/2013	Machining Hone	160	Paxton/Patterson	337	RCHS 730		Good		100	11/18
5/9/2013	Welder Fingertip	1276	Oxygen Service C	3525	RCHS 720		Good		100	11/18
5/9/2013	Welder Multimati	300192	Oxygen Service C	1650	RCHS 720		Good		100	11/18
9/17/2012	Real Care Baby S	CP53	Reality Works	788	ECHS FCS		Battery Issues		100	11/28/2018
9/17/2012	Real Care Baby S	CP54	Reality Works	1218	ECHS FCS		Good		100	11/28/2018
4/12/2013	Cameras (12)	CP41-52	Amazon	5117.16	ECHS 208		Good		100	11/28/2015
10/3/2013	Lego Mindstorm	Perkins FY14	Lego Education	2619.59	BHS 114		Some missing parts		100	11/15/2018
11/27/2013	Dewalt 12"Mitre S	Perkins FY14	Acme Tools	599	BHS 114		Good		100	11/15/2018
1/30/2014	Makita Cordless 7	Perkins FY14	Acme Tools	639	BHS 114		Good		100	11/15/2018
1/30/2014	Makita Cordless 2	Perkins FY14	Acme Tools	299	BHS 114		Good		100	11/15/2018
7/25/2013	Hitachi Drills (2)	3837, 3838	Oslin Lumber	99.10 ea	MHS 270		Good		100	12/13/2018

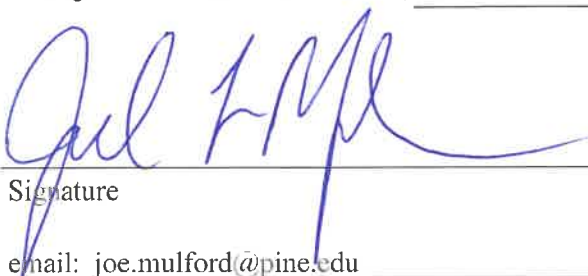
9/26/2013	Epson 470 Projector	QV5F370085L	Tierney Brothers	979	MHS		Damaged / not usable	100	12/13/2018
4/22/2014	Microwave	0/XV30300188	Ricks Home Fur	119	MHS		Disposed	100	12/13/2018
4/22/2014	Microwave	3864	Ricks Home Fur	179	MHS 332		Good	100	12/13/2018
5/19/2014	Air Dryer	3827	Auto Value	1480	MHS 266		Good	100	12/13/2018
6/4/2014	Upright Air Comp	3828	Lance Strande	1700	MHS 270	MHS 266	Good	100	12/13/2018
6/30/2014	Electric Range	0/R42225594	Ricks Home Fur	581.74	MHS		Disposed 2016	100	
6/6/2014	Lathe w/Acu-Rite	300191	Hales Mach Tool	12,500	RCHS 730		Good	100	11/18
6/12/2014	Metal & Pipe Ben	300159	Hossfeld Mfg	3502	RCHS 720		Good	43	11/18
8/7/2014	Sheer Bender Ro	455	Baleigh Ind	1641.5	BHS 114		Good	100	11/15/2018
8/21/2014	Millermatic 212 A	460	Oxygen Service C	1514.7	BHS 114		Good	100	11/15/2018
5/21/2015	Compact Mic	Perkins FY15	Sweetwater Sour	39.99	BHS 117		Good	100	11/15/2018
6/4/2015	Vision Classroom Kit		Netop Vision	749	BHS		Expired	100	
6/30/2015	Powermechanic (JE11451		Various	3871.05	BHS 117		Fair	100	11/15
4/3/2015	Sewing Machines	301-305	St Cloud Sewing	1775	BHS FCS	HFHS FCS	Reallocated to HF FY16	100	12/5/2018
9/24/2014	Lathe Tools	161	Enco	285	RCHS 730		Good	100	11/18
11/3/2014	Socket / Wrench	162	Sears	306	RCHS 730		Good	100	11/18
11/10/2014	Hossfeld Bender	163	Hossfeld Mfg	383	RCHS 730		Good	100	11/18
5/4/2015	Machining Tools	164	Enco	946	RCHS 730		Good	100	11/18
5/28/2015	Plasma Cutter	1281	Oxygen Service C	2445	RCHS 730		Good	100	11/18
1/15/2015	Countertop Micro	3865	Ricks Home Fur	179.95	MHS 332		Good	100	12/13/2018
4/16/2015	Laguna 16" Plane	3834	Acme Tools	2774.1	MHS 270	MHS 268	Good	100	12/13/2018
6/15/2015	Floral Cooler	3825	Bush Refrigeratio	2700	MHS 258		Good	100	12/13/2018
6/29/2015	Bandsaw 19" GO	3836	Grizzly Ind	1549	MHS 270	MHS 268	Good	100	12/13/2018
6/29/2015	Edge Floor Sande	3835	Grizzly Ind	849	MHS 270	MHS 268	Good	100	12/13/2018
5/27/2015	Canon Rebel Dig	CP55	Amazon	469.95	ECHS 208		Good	100	11/28/2018
5/27/2015	Fujifilm Pix 16 (10	CP56-65	Amazon	699.9	ECHS 208		Good	100	11/28/2018
6/16/2015	Real Care Baby	1001	Reality Works	599	PCHS FCS		Good	100	12/17/2018
6/16/2015	Real Care Baby	1002	Reality Works	699	PCHS FCS		Good	100	12/17/2018
12/31/2015	Fashion Mate Sex	3859	Walmart.com	131.87	MHS 338		Good	100	12/13/2018
12/31/2015	Fashion Mate Sex	3860	Walmart.com	131.87	MHS 338		Good	100	12/13/2018
12/31/2015	Fashion Mate Sex	3861	Walmart.com	131.87	MHS 338		Good	100	12/13/2018
12/31/2015	Fashion Mate Sex	3862	Walmart.com	131.87	MHS 338		Good	100	12/13/2018
12/31/2015	Fashion Mate Sex	3863	Walmart.com	131.87	MHS 338		Good	100	12/13/2018
3/29/2016	Brilliance Sewing	3855	Walmart.com	96.06	MHS 338		Good	100	12/13/2018
3/29/2016	Brilliance Sewing	3856	Walmart.com	96.06	MHS 338		Good	100	12/13/2018
3/29/2016	Brilliance Sewing	3857	Walmart.com	96.06	MHS 338		Good	100	12/13/2018
3/29/2016	Brilliance Sewing	3858	Walmart.com	96.06	MHS 338		Good	100	12/13/2018
10/31/2015	Cork Bulletin Boa	3881	Amazon	368.95	MHS 436		Good	100	12/13/2018
10/14/2015	Refrigerator	3873	Ashworth Audio/E	729.99	MHS 332		Good	100	12/13/2018
11/25/2015	Empathy Belly	3869	Nasco	674.1	MHS 332		Good	100	12/13/2018
11/30/2015	Sony Video Recorder		Amazon	210	MHS 436		Damaged	100	Disposed 12/15/1
5/31/2016	Digital Laser Dete	3829	Acme Tools	244.99	MHS 270		Good	100	12/13/2018
5/31/2016	Magnetic Plate Level		Acme Tools	379.99	MHS		Damaged	100	Disposed 8/20/16
5/31/2016	Compound Miter	3830	Acme Tools	599	MHS 270	MHS 268	Used	100	12/13/2018
5/31/2016	Impact Hammerdrill		Acme Tools	249	MHS		not usable	100	Disposed 8/2018
5/31/2016	Impact Hammerdrill		Acme Tools	249	MHS		not usable	100	Disposed 8/2018
5/31/2016	Honda Generator	3831	Acme Tools	1999	MHS 270	MHS 268	Good	100	12/13/2018
5/31/2016	Line Laser	3832	Acme Tools	399	MHS 270	MHS 268	Good	100	12/13/2018
5/31/2016	Laser Guide Trips	3832	Acme Tools	99.99	MHS 270	MHS 268	Good	100	12/13/2018
5/31/2016	Table Saw	3833	Acme Tools	579	MHS 270	MHS 268	Good	100	12/13/2018
6/16/2016	Electric Range	3872	Ashworth Audio/E	714.98	MHS 332		Good	100	12/13/2018
3/2/2016	Mitre Box Saw	1279	Acme Tools	1197	RCHS 730		Good	100	11/18
5/4/2016	Nova Comet II La	300167	Acme Tools	549.99	RCHS 730		Good	100	11/18
5/4/2016	Welding Cabinet	1277	Harbor Freight Td	154	RCHS 720		Good	100	11/18
5/4/2016	Welding Cabinet	300160	Harbor Freight Td	154	RCHS 720		Good	100	11/18
6/9/2016	Square Wave We	300162	Oxygen Services	1275	RCHS 720		Good	100	11/18
6/9/2016	Square Wave We	300161	Oxygen Services	1452	RCHS 720		Good	100	11/18
10/15/2015	Camcorder, Mic,	Perkins FY16	Newegg	899.55	BHS 117		Good	100	11/15/2018
2/18/2016	Rockwell Band S	Perkins FY16	Cardmember	184.25	BHS114		Fair	100	11/15/2018
2/18/2016	Sander	Perkins FY16	Cardmember	100.1	BHS 114		Fair	100	11/15/2018
3/17/2016	Dewalt Multi Cut	Perkins FY16	Acme Tools	449.99	BHS 114		Fair	100	11/15/2018
3/31/2016	Vision Software Kit		Netop Vision	150	BHS 117		Expired 2017	100	
3/31/2016	Upgrade Labs Ram		Newegg	674.1	BHS 117		Expired 2017	100	
6/15/2016	Reality Works Inf	1003	Reality Works	749	PCHS FCS		Good	100	12/17/2018
6/15/2016	Reality Works Inf	1004	Reality Works	749	PCHS FCS		Good	100	12/17/2018
12/15/2016	Apple iPad / Hold	Perkins FY17	Cardmember	510.93	BHS 117		Bent / works	100	11/15/2018
12/22/2016	Adobe Creative Cloud Lic		Genesis Tech	2500	BHS 117		Expired	100	
8/16/2016	Child Dev Curricu	CP66	Amazon	2664.16	ECHS FCS		Complete	100	11/28/2018
3/16/2017	Food for Today's	CP67	McGraw Hill	2201.37	ECHS FCS		Complete	100	11/28/2018
5/4/2017	Phantom 4 Pro D	1291	Shi Intl	1531.82	RCHS 730		Good	100	11/18
6/8/2017	iPad Mini for Dror	165	Apple Computers	379	RCHS 730		Good	100	11/18
9/16/2016	Real Care Baby	3866	Reality Works	795.85	MHS 314		Good	100	12/13/2018
9/16/2016	Real Care Baby	3867	Reality Works	795.85	MHS 314		Good	100	12/13/2018
9/16/2016	Real Care Baby	3868	Reality Works	795.85	MHS 314		Good	100	12/13/2018
9/30/2016	Kitchenaid Mixer	3875	Amazon	219.99	MHS 332		Good	100	12/13/2018
9/30/2016	Kitchenaid Mixer	3876	Amazon	219.99	MHS 332		Good	100	12/13/2018
9/30/2016	Kitchenaid Mixer	3877	Amazon	219.99	MHS 332		Good	100	12/13/2018
9/30/2016	Kitchenaid Mixer	3878	Amazon	219.99	MHS 332		Good	100	12/13/2018
9/30/2016	Kitchenaid Mixer	3879	Amazon	219.99	MHS 332		Good	100	12/13/2018
9/30/2016	12 Pack Spheros	3880	Orbolix	1199.99	MHS 436		Good	100	12/13/2018
10/30/2016	Singer Sew Mate	3842-3854	Amazon	101.8	MHS 338		Good	100	12/13/2018
11/30/2016	Canon Rebel Car	3826	Amazon	409	MHS 258		Good	100	12/13/2018
11/30/2016	Brinno Video Camera		Amazon	113.99	MHS 258		Disposed 9/15/18	100	
4/30/2017	Lefse Starter Kit	3874	Amazon	189.98	MHS 332		Good	100	12/13/2018
6/21/2017	Nasco Demo Tab	1005	Nasco	1538.71	PCHS FCS		Good	100	12/17/2018
6/15/2017	Crosley Dryer	1006	Sausers	469	PCHS FCS		Good	100	12/17/2018
6/15/2017	Crosley Washer	1007	Sausers	469	PCHS FCS		Good	100	12/17/2018
6/15/2017	Amana Refrigerat	1008	Sausers	689	PCHS FCS		Good	100	12/17/2018
6/15/2017	Amana Refrigerat	1009	Sausers	689	PCHS FCS		Good	100	12/13/2018
6/15/2017	Crosley Gas Stov	1010	Sausers	689	PCHS FCS		Good	100	12/17/2018
6/15/2017	Crosley Gas Stov	1010	Sausers	689	PCHS FCS		Good	100	12/17/2018
6/15/2017	Crosley Gas Stov	1010	Sausers	689	PCHS FCS		Good	100	12/17/2018
6/15/2017	Amana Flat Stove	1011	Sausers	569	PCHS FCS		Good	100	12/13/2018
6/27/2017	Caregiver Car Inv	1012	Project Discovery	1975	PCHS Vision		Good	100	12/13/2018
6/27/2017	Carpentry Car Inv	1013	Project Discovery	2965	PCHS Vision		Good	100	12/13/2018
6/27/2017	Med Emerg Car I	1014	Project Discovery	820	PCHS Vision		Good	100	12/13/2018
6/27/2017	Bank and Credit C	1015	Project Discovery	743	PCHS Vision		Good	100	12/13/2018
11/9/2017	Mini Lathe	1280	Acme Tools	651.17	RCHS 730		Good	100	11/18
5/30/2018	Cordless Lithium T	331	Acme Tools	999	RCHS 730		Good	100	11/18
5/30/2018	Deep Cut Band S	332	Acme Tools	479	RCHS 730		Good	100	11/18
5/30/2018	Porter Cable Rou	333	Acme Tools	125	RCHS 730		Good	100	11/18
5/30/2018	Porter Cable Rou	334	Acme Tools	125	RCHS 730		Good	100	11/18

8/1/2017	Developing Life S	CP48	McGraw Hill	1488.62	ECHS FCS	Complete	100	11/28/2018	
10/24/2017	Lenovo Laptop	3871	Amazon	190.95	MHS 338	Good	100	12/13/2018	
1/10/2018	Life Form Reprod	3870	Nasco	463.46	MHS 338	Good	100	12/13/2018	
11/30/2017	Greenhouse Equi		BFG Supply	1338.78	BHS Greenhouse	Good	100	11/15/2018	
11/22/2017	Exhaust Fan	Perkins FY18	BFG Supply	537.73	BHS Greenhouse	Good	100	11/15/2018	
5/24/2018	Construct 3 Ed Li	Virtual	Stem Fuse LLC	300	BHS 117	Good	100	11/15/2018	
10/31/2017	Welders (3)	1016-1018	Oxygen Service C	3430	PCHS IA	Good	100	12/17/2018	
12/4/2017	3D Printer	1021	PCard	399	PCHS IA	Good	100	12/17/2018	
3/6/2018	3D Printer (2)	1020	PCard	798	PCHS IA	Good	100	12/17/2018	
3/6/2018	Disc Belt Sander	1025	PCard	2011	PCHS IA	Good	100	12/17/2018	
10/31/2017	Band Saw	1019	Paxton/Patterson	1019	PCHS IA	Good	100	12/17/2018	
12/11/2017	Time Saver Conv	1026	Timesavers	413.8	PCHS IA	Good	100	12/13/2018	
12/11/2017	Time Saver Emitt	1027	Timesavers	435.8	PCHS IA	Good	100	12/17/2018	
12/11/2017	Time Saver Rece	1028	Timesavers	640.2	PCHS IA	Good	100	12/17/2018	
2/13/2018	Wire Feed Welde	1024	Oxygen Services	2640	PCHS IA	Good	100	12/17/2018	
2/26/2018	Mohr Parts	1030	Mohr Parts	1104.39	PCHS IA	Good	100	12/17/2018	
2/13/2018	Cutting Chop Saw	1022	Oxygen Services	425	PCHS IA	Good	100	12/17/2018	
2/19/2018	Welding Carts (3)	1029	Oxygen Services	1131	PCHS IA	Good	66	12/17/2018	
12/6/2018	Metal Cutting Bar	3872	Grizzley Ind	2464	MHS CTE RM	Good	100		New in FY19
3/26/2019	Laser / Engraver	1031	Haldemann Horn	10508.4	PCHS IA	Good	100		New in FY19
1/17/2019	Grizz Band Saw	3873	Grizzley Ind	2640	MHS	New	100		
11/12/2018	Porter Router	335	Porter	169	RC CTE	New	100		
5/1/2019	CNC Plasma Cut	CP68	Langmuir/Crossfi	3608	EC CTE	New	100		
5/1/2019	Razor Weld Plas	CP69	Razor	320	EC CTE	New	100		
3/22/2019	Ver Band Saw	314	Acme	657	HF CTE	New	100		
3/22/2019	Mitre Saw	315	Acme	199	HF CTE	New	100		
3/22/2019	Jet Drill Press	316	Acme	840	HF CTE	New	100		
3/22/2019	Glide Mitre Saw	317	Acme	623	HF CTE	New	100		
3/22/2019	M18 Pack Out Co	318	Acme	499	HF CTE	New	100		
3/26/2019	Spool Gun	319	Acme	385	HF CTE	New	100		
3/22/2019	Belt Sander	320	Acme	219	HF CTE	New	100		
3/22/2019	M18 Fuel Combo	321	Acme	1495	HF CTE	New	100		
3/22/2019	Sm Angle Grinder	322	Acme	177	HF CTE	New	100		
3/22/2019	Router Table	323	Acme	219	HF CTE	New	100		
3/22/2019	Super Bit Set	324	Acme	187	HF CTE	New	100		
6/23/2019	Bosch Drill Comb	CP 73,74	Bosch	198	EC 208	New	100		
2/29/2020	Riser Lathe	336	Riser	4499	RC CTE	New	100		
2/20/2020	Acu-Rite DRO203	1032	C&C Machine	4026	PCHS CTE	New	100		
9/20/2019	Portable Extracto	1033	Holmann	3342	PCHS CTE	New	100		
3/5/2020	Drill Presses (4)	1034-1037	Northern Tool	2956	PCHS CTE	New	100		
3/20/2019	Cross slide Drill P	1038	Wilton	640	PCHS CTE	New	100		
3/20/2019	Triple index Drill E	1039	Alfa	235	PCHS CTE	New	100		
2/10/2020	Pneumatic Shop	CP75	Northern Tool	1149	EC 208	New	100		
3/3/2020	Cam Instructor	3874	Cam Instructor	1575	MHS CTE RM	New	100		
2/11/2020	Refrigerator	337	GE	1298	RC FCS	New	100		
2/11/2020	Oven	338	Whirlpool	1098	RC FCS	New	100		
5/1/2020	Color Press	CP76	Bryan Barts	1200	EC 208	Good	100		
10/25/2020	Real Baby Set	339	Reality Works	5436.99	RCHS 850	New	100		
2/22/2021	Embroidery Mach	340	Alliance Baby Loc	8017	RCHS 850	New	100		
11/1/2020	Pregnancy Simul	1040	Reality Works	879	PCHS FCS	New	100		
11/24/2020	Good Apps Car R	1041	Google	1179	PCHS 182	New	100		
11/24/2020	Google Apps Fin	1042	Google	1179	PCHS 182	New	100		
11/5/2020	Infant Simulator	3875	Reality Works	3067	MHS 332	New	100		
11/1/2020	Presonus AR8 Pc	3876	Personsus	829	MHS 314	New	100		
12/16/2020	3D Bovine Model	3877	Reality Works	1949	MHS 258	New	100		
12/16/2020	Fish Dissection Mo	3878	Reality Works	399	MHS 258	New	100		
12/16/2020	Ruminant Model	3879	Reality Works	399	MHS 258	New	100		
12/16/2020	Chicken Model	3880	Reality Works	849	MHS 258	New	100		
Inventory will be completed and purchase dates confirmed in the Spring of 2022 due to Covid 18 and limited access to the secondary sites.									
3/8/2021	Ornamental Rolle	3881	Shop Outfitters	3498	MHS 266	New	100		
3/8/2021	Edge Sander	3882	Baleigh Ind	1576	MHS 266	New	100		
3/8/2021	Miller Pulse Weld	3883	McGowan	3139	MHS 266	New	100		
10/18/2020	Lathe	Perkins FY21	Sharp	8000	BHS 117	Good	100		
12/3/2020	Virtual Business S	Perkins FY21	Knowledge Matte	1295	BHS 114	New	100		
10/5/2020	Samsung Diswas	325	Karls TV	789.99	HFHS FCS	New	100		
6/7/2021	Router Lift (2)	326	Rockler	499.98	HF CTE	New	100		
6/7/2021	Pro Lift Fence (2)	327	Rockler	959.98	HF CTE	New	100		
3/16/2021	Sindoh - 3D Print	Perkins FY21	Amazon	6234.84	PCHS 182	New	100		
10/23/2021	Ironworker	Perkins FY22	Unihydro	8487	Braham 114	New	100		
10/20/2021	CHILD Curr	Perkins FY22	McGraw Hill	2560	EC 151	New	100		
11/14/2021	Lathe	Perkins FY22	Acer/Productivity	14006	HF 145	New	100		
11/20/2021	Virt Bus Sim	Perkins FY22	Bus Matters	1295	Mora 436	New	100		
2/27/2022	Hydraulic Press	Perkins FY22	Grizzley	1423	WR 117	New	100		
2/20/2022	Baby Kits (3)	Perkins FY22	Reality Works	2826.75	Mora 332/314	New	100		
4/7/2022	Craftsman Tool S	Perkins FY22	Sears	999	RC CTE	New	100		
4/10/2024	Food Warmer and	Perkins FY24	Amazon	1898.17	MORA 16	New	100		Fall 2024
01/04/2024	Powermatic 20in	Perkins FY24	Tractor Supply	5035.92	Braham 64.65	New	100		Fall 2024
01/02/2024	Plasma Cutter	Perkins FY24	Tractor Supply	4403.2	EC 41, 51	New	100		Fall 2024
12/20/2023	ESAB Rebel EM	Perkins FY24	OSC	4300	PC 30,32	New	100		Fall 2024
01/04/2024	Baileigh Tubing B	Perkins FY24	Northern Tool	3149	WR 30, 31	New	100		Fall 2024
01/09/2024	Animal Enclosure	Perkins FY24	Sydell	1508	Mora 20, 24	New	100		Fall 2024
01/15/2024	AFNR Shed	Perkins FY24	Rally	2798	Mora 20, 24	New	100		Fall 2024
01/09/2024	Culinary Knives	Perkins FY24	Nasco	1289.52	Mora 16	New	100		Fall 2024
02/12/2024	Gas Stove	Perkins FY24	GW	2589	HF 17	New	100		Fall 2024
02/12/2024	Wide Belt Sander	Perkins FY24	Safety Speed	15856	HF 51, 53, 54	New	100		Fall 2024
12/20/2023	ESAB Rebel EM	Perkins FY24	OSC	2150	PC 30, 32	New	100		Fall 2024

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 policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Pine Tech Perkins Consortium

College: <u>Pine Technical and Community College</u>	
College President's Name (Print): <u>Joe Mulford</u>	
	<u>5/19/25</u>
Signature	Date
email: <u>joe.mulford@pine.edu</u>	
Phone: <u>320-629-5120</u>	

District Name: _____	
District Number/Type: _____	
Superintendent's Name – (Print): _____	
Signature	Date
email: _____	
Phone: _____	

*(Duplicate as needed)*

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 policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Pine Tech

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Braham Public Schools ISD #314</u>	
District Number/Type: <u>Public #314</u>	
Superintendent's Name – (Print): <u>Kenneth G. Gagner</u>	
Signature <u>Ken Gagner</u>	Date <u>5-16-2025</u>
email: <u>Kgagner@braham.k12.mn.us</u>	
Phone: <u>320-396-5198</u>	

(Duplicate as needed)



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name:

Pine Tech

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

5-16-25

Date

email:

Syoungberg@eastcentral.k12.mn.us

Phone:

320 245 6001

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name:

Pine Tech

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature

Date

email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name:

Hinckley - Finlayson ISD 2165

District Number/Type:

Public

Superintendent's Name - (Print):

Brian Masterson



Signature

5/19/25

Date

email:

bmasterson@isd2165.org

Phone:

320-384-6277

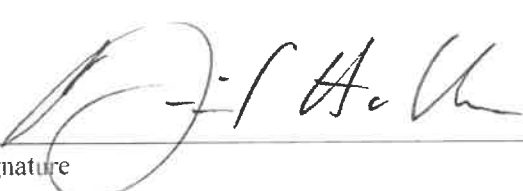
*(Duplicate as needed)*

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Pine Tech

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Mora Public Schools</u>	
District Number/Type: <u>0332 - Public School</u>	
Superintendent's Name - (Print): <u>Daniel H. Voce</u>	
Signature  _____	Date <u>5/19/2025</u>
email: <u>danvoce@mora.schools.org</u>	
Phone: <u>320-679-6210</u>	

(Duplicate as needed)

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 policies 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: Pine City Schools

District Number/Type: ISD 578

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



5.27.2025

Signature

Date

email: cstolp@isd578.org

Phone: 612-390-5590

*(Duplicate as needed)*

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 policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Pine Tech

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Rush City</u>	
District Number/Type: <u>139</u>	
Superintendent's Name – (Print): <u>Brent Stavig</u>	
Signature <u>Brent Stavig</u>	Date <u>5-19-25</u>
email: <u>bstavig@rushcity.k12.mn.us</u>	
Phone: <u>320-358-4855</u>	

(Duplicate as needed)

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 policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Pine Tech

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: Willow River Area School

District Number/Type: 0577-01

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

Signature W. L. Peel

Date 5-27-25

email: bpeel@isd577.org

Phone: 218-372-3131

(Duplicate as needed)