MINNESOTA STATE
Career and Technical Education

FY21-22 Perkins V Application - Pine Tech

Prepared by Pine Technical Consortium
for Minnesota State FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Kierstan Peck

Submitted on 06/10/2020 11:30 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY21-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

APPLICATION OPENS MARCH 15, 2020.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Opportunity Manager

Yingfah Thao

Public Link

https://www.gotomygrants.com/Public/Opportunities/Details/c8f37cba-6a86-4e88-9d19-1ea1959a2ced

Is Published

Yes

Submission Information

Submission Window

03/15/2020 8:00 AM - 07/10/2020 5:00 PM

Submission Timeline Additional Information

NOTE: SUBMISSION DEADLINE UPDATE COVID-19 has affected us all in many ways and has greatly impacted our work. We recognize these unusual circumstances consortia leaders are facing, including meeting the May 1 deadline for submitting two-year Perkins V applications. Therefore, although we haven't changed the due date of May 1, we would allow consortia to submit applications as late as June 1. This will allow some additional time for those of you who need it due to circumstances caused by COVID-19. If, due to extenuating circumstances, you are unable to meet the May 1, 2020 deadline for submission, contact Jeralyn Jargo at 651-201-1650.

Technical Assistance Session

Technical Assistance Session

Yes

Session Date and Time

04/30/2020 8:00 AM

Conference Info / Registration Link

A link has been sent to all Perkins Consorrtium Coordinators. Contact yingfah.thao@minnstate.edu

Eligibility Information

Eligibility Type

Public

Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

Additional Information

Additional Information URL

https://minnstate.edu/system/cte/perkins-local-application/index.html

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name
FY21-22 Perkins V Application - Pine Tech

Total Amount of Award Requested
$184,444.92

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

List the college and school districts in your consortium. Be sure to spell out the full, legal names below.

Hinckley Finlayson ISD #2165

Pine City ISD #578

East Central ISD #2580

Rush City ISD #139

Braham ISD #314

Mora ISD #332

Pine Technical and Community College

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Describe the results of the comprehensive local needs assessment. Use the space below to provide additional information on your CLNA that is not already included in your CLNA Framework attachment. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The Postsecondary and Secondary Perkins Leadership team analyzed the data from the CLNA and identified the following initiatives as being highly ranked in terms of quantity and quality of data feedback.

We propose that our 2020-2022 Perkins application initiatives focus on the following items:

1.
   Common CTE Space - reconvene group of secondary, postsecondary leaders, and other key stakeholders to discuss the development of a regional CTE center - *Section 135.1 A, E, F, Section 135.5 - B, E, M, N, P, R*

2.
   Program of Study Improvement Initiative – review quality and alignment for existing POS, and create new POS based on regional labor market information - *Section 135.3, 135.4 - A, B*

3.
   Equipment - upgrade and develop equipment sharing process *Section 135.5 - D*

4.
   Data – review, analyze, understand, and develop strategies to address performance gaps and make data driven decisions - *Section 135.2 A, E*

Funds under this section will be used to hire a consultant to help with CLNA 135.5 - R

Upload your completed CLNA Framework

Perkins-V-CLNA-Reporting-Framework-Accessible-Version-December-8-2019 (2).docx (2)

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 2: Programs of Study

Programs of Study Narrative

Please describe: • How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded • Any new programs of study your consortium will develop and submit to the state for approval • How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study • How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

How the results of the comprehensive local needs assessment informed the selection of the specific CTE programs and activities selected to be funded.

The Pine Tech Consortium Leadership team met in October (2019) and February (2020) and April (2020) to review and strategize in the areas of POS development and goal setting. Discussions included a review of current CTE approved programs, student participation and concentration, consortium programs of study and projected labor market trends.

From this review and further analysis several observations were recorded, including the following:

- The consortium has added 14 new CTE approved programs within the last 4 years.

- The consortium has added 54 new POS' that have been approved at the state level within the last 3 years.

- The CLNA has highlighted areas that need attention regarding the consortia's POS':

  - Strong, accessible Programs of Study need to be communicated to all students and families at the secondary level, including alignment to postsecondary and career.

  - The POS assessment rating is at the emerging level in many fields. Plans for improvement will be identified and implemented.

According to DEED industry projections, the largest growing industry and third fastest growing industry in our region are Health Care and Social Assistance, one of which (healthcare) is an identified program of study in the Pine Tech Perkins consortia. Construction, Manufacturing, Public Administration, Retail Trade, Transportation and Professional Technical Services are all expected to experience significant growth.

In accordance with the regional labor market information, programs of study in Health Care and Manufacturing will have a priority focus for development and improvement, but others will be included as consortia priority as well. A task force including secondary counselors and PTCC representation will be formed to improve program quality, accessibility, and alignment. The consortia will analyze the possibility of creating new or building upon existing course offerings to develop additional programs of study to match industry demand.

An analysis and comparison of PTCC's current CTE approved programs, approved programs of study and projected industry demands clarified the selection of CTE programs and activities to be focused on in FY21 and FY22.

Equipment to meet industry standards will be a focus for all CTE programs. The CLNA data strongly supported the need for industry-standard equipment and supplies to support CTE programs. Actual statements collected through the CLNA process include the following, "Up to date equipment attracts and retains students", "21st Century equipment and supplies for programs prepare students to be marketable and prepared to fulfill future workforce gaps.", "Purchase of cutting edge equipment could be shared between schools."

The CLNA supported the concept of multiple opportunities for experiential learning in technical careers including Industry site visits, field representatives contacts, and training site visits. These experiences will support students in programs of study by envisioning their future workplace and path to certification, diploma, or credential.

Experiential learning in Health Science, Early Childhood Development and Trades and Industry POS' will equip students with experience in all aspects of the industry and real-world career exposure. The consortium intends to offer a SCRUB Camp in FY2021/2 to further expose students to careers in the healthcare field.

Any new programs of study your consortium will develop and submit to the state for approval

The consortium currently has one CTE approved program and eight total programs of study in the Health Science and Technology category. The discrepancy between the number of CTE approved programs and the number of approved programs of study has been determined to be a lack of MDE-licensed instructors at the secondary level. Moving forward, this issue will be addressed by obtaining Tier 1 or Tier 2 MDE licensure for instructors and the submission of Health Science Programs for CTE approval. This will create a seamless alignment between the approved programs of study and CTE approved programs. Feedback from our CLNA indicates that secondary districts are successfully utilizing the Tier 1 licensure system to obtain CTE teachers. This process will be explored for the postsecondary faculty who teach healthcare courses for high school students, and additional teachers who may be hired as the consortium looks to expand opportunities in healthcare.

Manufacturing, Construction and Transportation are three fields with strong projected regional industry growth. New programs of study and CTE approved programs have been added in these three categories over the last 4 years. PTCC is developing a new Construction Apprenticeship Technology program, with an anticipated roll-out date of Fall 2021. This program will further expand opportunities for our consortium to develop a state-recognized program of study within our region. In addition to construction, the Pine Transportation and IT academies will be piloted in 2020-2021 as a collaborative partnership between the college, secondary schools, and ECMECC.

How students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study:

Three new CTE approved Work Based Learning programs have been developed within the last three years within the consortium. Two Work Based Learning programs are located within Area Learning Centers that serve at-risk students. Two new programs have been developed for special population students. These programs will support student CTE exploration and participation.

Secondary Perkins Counselors have participated in a two-year Perkins funded project to review and strengthen their Personal Learning Plan progression at their secondary sites. The goal for FY20 was to develop a comprehensive 5th - 12th grade plan that would also include a better bridge for inclusion of career and workplace planning within advisories at the secondary sites. This work will build a foundation for CTE course support and increased participation of special populations.

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.

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 and IT academy will be giving priority focus.

The consortium will undergo a Program of Study Improvement Plan and a comprehensive CTE Marketing initiative to ensure students are aware of all CTE programming available.

How your consortium is moving towards a minimum of six complete state-recognized programs of study. Your response should describe how your consortium will implement the action plan developed in element #3 of the CLNA Framework.

Perkins leadership will form a task force composed of secondary counselors and PTCC representation to undergo a Program of Study Improvement Initiative. The goal of this initiative will be focused on improving the quality, accessibility, and alignment of all current program of studies while ensuring the consortium has a minimum of six high-quality state-recognized programs of study and identify potential new programs in order to have representation from multiple career clusters. The task force members will assess the program of studies using the Perkins rubric and the Continuous Improvement Rubric as guiding documents. Priority focus will be given to the Health Science (year 1) and Manufacturing (year 2) programs. One specific area of improvement identified through the CLNA is to address the licensure issues in the healthcare programs of study to strengthen this critical CTE opportunity.

In coordination with the Program of Study Improvement Initiative, the consortium will undergo a comprehensive marketing initiative to educate and inform students and their families on the career and technical education opportunities within the region, including the importance of CTE to the region, and highlighting the secondary to postsecondary and career pathways.

Secondary and postsecondary Perkins leadership will work with all CTE teachers and faculty to review TSA currently identified in existing CTE programs, identify opportunities for new assessments, review results. Results will be used to enhance CTE program outcomes for future cohorts.

A critical component of quality programs of study is having 21st-century equipment for students to gain real-world experience with. A continued goal of the consortium will be to ensure all programs of study have an opportunity to update out-dated equipment and purchase new industry-standard equipment. The consortium also will identify opportunities in which Perkins purchased equipment that can be shared between secondary partners, creating more efficient use of funds.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Stipends for secondary counselors for work on Program of Study Task Force review and improvement - *Section 135.5 - A, B*

- Stipend for oversight of POS Task Force - *Section 135.5 - A, B*

- Comprehensive marketing strategy to highlight programs of study, including the development and distribution of digital and printed materials - *Section 135.5 - K, L, M,*

- Secondary and postsecondary funds will be utilized to purchase equipment and supplies for CTE courses to keep students current with industry standards in the workplace. *Section 135.5 - D*

- Technical Skill Assessments - *Section 135.5 - F*

- Career investigation including student organizations, field trips, training and industry site visits will utilize secondary funds for transportation, substitutes and career investigation materials including MCIS and Naviance - *Section 135.1 - A, B, D, E, F*

- Postsecondary funds will be used to provide career exploration and career development activities through an organized systemic framework, designed to aid students, including the middle grades, before enrolling and while participating in a CTE program, in making informed plans about future education and career opportunities and programs of study. *Section 135.1 - A, B, D, E, F*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

WIOA Narrative

In collaboration with local workforce development boards and agencies, describe how the consortium will provide: • Career exploration and career development coursework, activities or services • Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment • An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Career exploration and career development coursework, activities or services.

The consortium will continue to work with Central MN Jobs and Training (CMJTS) in providing career exploration and career development activities including the following:

1.
   Pre-ETS Pre-Employment Training Services. This coordinated effort provides secondary students with career and post-secondary exploration assistance, work-readiness training, and skills that will support self-advocacy.

2.
   YouthBuild collaboration with Area Learning Centers and Area Learning Programs

   ▪
      YouthBuild will continue the focus on construction skills, leadership development, work readiness skills, career planning and career exploration with at-risk students.

PTCC will continue to work with the Department of Human Services as the only post-secondary partner in Minnesota serving as a SNAP Employment and Training Provider. In addition, PTCC will continue to build on the success of STEAM Day in 2020 to include additional partnerships with local industry, workforce development boards, and other agencies to further connect students with all aspects of CTE fields and opportunities in the region. This event will be offered during the fall and spring semesters, in partnership with DEED.

During the 2019-2020 academic year, CMJTS played a very important role in helping Mora and Milaca High Schools offer credit based Certified Nursing Assistant and Emergency Medical Responder courses at the high school level. With the help of the CMJTS Youth Program those programs were made affordable for the schools. CMJTS covered the costs of 4 Mora High School NA students @ $1073.00 ea. for a total of $4,292.00 and 5 EMR students at @1,100 per person for a total of $5,500 for 14 Milaca High School Nursing Assistant students @ $1093.10 ea. for a total of $15,303.40.

The CMJTS funding helped the schools be able to afford and offer this type of higher education to their high school students. This partnership will continue to be explored as an opportunity over the next two years.

Career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations as determined by the comprehensive local needs assessment.
Based on DEED industry projections for our region and the positive growth in the Health Science field, the consortium has met with CMJTS to explore developing a SCRUB Camp. This experiential learning camp will give students an opportunity to explore careers in Health Science.

As part of the comprehensive CTE marketing strategy, PTCC will utilize key employment information provided through CareerWise. In addition, Pine works closely with business and industry partners through program advisory committees. Program Advisory Committees are comprised mostly of external constituents with direct industry knowledge who provide a clear vision of their industries. The chair leads the meetings and provides feedback directly to the programs and PTCC leadership with respect to budgeting, coursework, and technology. 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. Through these partnerships, the college is able to share updated information regarding employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations with current and prospective students.

An organized system of career guidance and academic counseling to students before enrolling and while participating in a CTE program.

The consortium has met with CMJTS and has recognized the need to provide a more cohesive and seamless system of career guidance and counseling. Career exploration activities are occurring but are not always coordinated between different systems. The consortium will serve as a platform for communication and coordination of career exploration activities in order to develop a more efficient, organized system. The CLNA identified existing "silo" thinking and operations between different career guidance systems. The consortium needs to break down compartmentalized operating and develop a cohesive and comprehensive system that is easily identified and accessible for parents and students. To address this, the consortium will develop a joint task force comprised of counselors, CMJTS representatives and PTCC representatives to analyze career guidance strategies, identify silo operations/thinking, and develop strategies to create a seamless career investigation system for students and families (year 1). The group will then implement strategies and evaluate outcomes and implement large-scale career exploration activities such as Epic or Ignite (year 2).

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Postsecondary funds will be used to provide career exploration and career development activities through an organized systemic framework, designed to aid students, including the middle grades, before enrolling and while participating in a CTE program, in making informed plans about future education and career opportunities and programs of study. Examples include, but are not limited to STEAM Day, on-campus career exploration activities for students participating in Pine Career Academies and secondary programs of study. Section 135.1 - A, B, D, E, F

- Postsecondary funds will be used to provide support for programs and activities related to the development of student graduation and career plans. Section 135.1 - A, D, E

- SCRUB Camp for secondary student career investigation in Health Science - *Section 135.1 - A, E, F, Section 135.3*

- Stipends for counselor work with WIOA to develop a seamless career investigation delivery system - *Section 135.1 - A, B, C, D, E*

- Stipend for oversight of Joint Career Investigation Task Force - *Section 135.1 - A, B, C, D, E*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Describe how your consortium will improve the academic and technical skills of students participating in your CTE programs through the integration of rigorous content aligned with challenging academic standards. Content should ensure learning that constitutes a well-rounded education (as defined by ESEA). For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

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 Automotive Technology students take the ASE certification.

Because PTCC is part of MinnState, many college-level general education courses required within the technical programs align with comparable courses throughout the System through the MnTC, which identifies the number of credits (40 total) that must be met within the ten goal areas: Communication, Critical Thinking, Natural Sciences, Mathematics, and Logical Reasoning, History and the Social and Behavioral Sciences, Humanities and Fine Arts, Human Diversity, Global Perspective, Ethical and Civic Responsibility, and People and the Environment. Once the required number of credits is met within each area, a student's general education has been completed and is transferable throughout the System.

PTCC will place additional emphasis on contextualizing curriculum in CTE courses and allocate professional development funds to implement sessions for postsecondary faculty such as, but not limited to: "Contextualizing Curriculum: Connecting

the Dots between Math Education and CTE Programs." The purpose of this in-service activity is to improve collaboration between math faculty and faculty within all CTE fields of study to align learning goals and strengthen the academic success of our students.

All CTE programs at the secondary level were active participants in the MDE CTE Program Approval process in 2018-2019. This process required each instructor to review their curriculum and align the curriculum with state or national standards. Increased Technical Skill Assessments will be implemented to meet the increase in new CTE programs (14 new programs in the last 4 years). Through the CLNA secondary data analysis, it was determined that Secondary CTE courses will need to reflect, review, and strengthen the integration of contextualized mathematics in approved programs. Strategies to achieve this include:

- Staff development targeted at math integration within CTE courses

- Staff development targeted at data analysis and tracking

- Increased TSA pre and post-testing to analyze mathematics gaps and growth

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Postsecondary funds will be used to plan and carry out elements that support the implementation of CTE programs and programs of student and that results in increasing student achievement on performance indicators, which may include:

  - (EQUIPMENT) Appropriate equipment, technology, and instruction materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials Section 135.5 - D

  - (TSA) industry-recognized certification examinations or other assessment leading toward a recognized post-secondary credential at the secondary and postsecondary level *Section 135.5 F*

  - Secondary staff development targeting math integration within CTE courses - *Section 135.2 A, E, H*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 5: Special Populations

Special Populations Narrative

Describe how your consortium will: • Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency • Prepare CTE participants for non-traditional fields • Provide equal access for special populations to CTE courses, programs and programs of study • Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency

The consortium has a robust plan for preparing special populations for high-skill, high-wage, or in-demand industry sectors or occupations that lead to self-sufficiency. At risk students and students from special populations will be identified and recruited to participate in the Summer Academy CTE program. These students will have the opportunity to increase their technical / academic skills in a contextualized learning environment and the opportunity to explore nontraditional career fields. Identified secondary students will be recruited by secondary counselors at all secondary schools. Students will be engaged in small group work and interact with CTE instructors at both the secondary and postsecondary level.

Secondary students from special populations will participate in Career Investigation activities at PTCC, Fond du Lac College and other MN State sites. Students will also participate in field trips, workplace site visits and HS presentations from industry representatives.

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.

PTCC has several initiatives in place to remove barriers to CTE education for students in several special population groups. These 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.

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.

- Members of Pine's Student Success Team will help to facilitate outreach and determine appropriate interventions for students facing barriers to academic success (academic and personal), as well as coordinate events designed to increase student engagement and connect them to resources when they need them. Such initiatives include, but are not limited to:

  - Behavioral Intervention Team

  - Early Alert System

  - Emergency Assistance Grant

  - Welcome Week

  - Wellness Week

  - De-Stress Fest

  - Career Week

Prepare CTE participants for non-traditional fields

In FY21-22, the consortium will focus on increasing concentrators in non-traditional fields. The need for work towards this goal was clearly articulated in the CLNA. The following strategies will be implemented to increase concentrators in nontraditional fields;

- The Summer Academy will provide an experience for students that will facilitate a transition to a non-traditional field.

- Students in 7th and 8th grade at several secondary sites will be required to enroll in a non-traditional course. This will provide an introduction and transition to continue in non-traditional courses.

- Teachers and counselors will participate in data analysis and goal setting to increase the number of non-traditional concentrators in their courses. Technical assistance in this area has been accessed at the state level. Discussion is ongoing regarding applying for a capaciy building grant that could assist in braiding funds to develop district level teams to research reasons for nontrad participation, removing barriers and keeping this work moving forward.

  - Year One - Review and analyze the data at the program level

    - Teachers and counselors will review and analyze the data, set targets

    - Identify trends and identify and implement strategies to meet goals

  - Year Two - Evaluate outcomes and retool strategies

PTCC will continue to partner with secondary schools to develop and enhance the Pine Career Academy program. 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.

Provide equal access for special populations to CTE courses, programs and programs of study

Secondary data analysis identifies a strong participation level for economically disadvantaged students and individuals with

disabilities. 36% of the secondary student population are identified as being economically disadvantaged. 47% of students that are economically disadvantaged participate in CTE courses. 14% of the secondary student population are identified as being individuals with disabilities. The participation percentage in CTE courses of students with disabilities is 17%. The following strategies will be implemented to insure these numbers remain strong;

- Support for recently approved Work Based Learning SpEd programs

- CTE teachers and counselors will participate in data analysis and goal setting to guide the growth of special population students in their courses.

One clear gap in access to CTE programs for special populations that was identified in the CLNA process was the lack of transportation for students in Alternative Learning Centers. Often ALC students need to leave their ALC in order to participate in CTE courses at the high school. This presents a challenge with scheduling and ensuring that these students can meet their high school graduation requirements and take the courses that they are interested in. The consortium will do additional research into this identified gap, determine the breadth of its impact, and identify a solution that could address the issue.

PTCC will provide professional development opportunities to admissions and recruitment staff to develop targeted recruiting initiatives that prepare students interested in CTE programs for success. Data at the postsecondary level indicates the applications for CTE programs have increased by over 14% in the last four years, however, enrollment in CTE programs has decreased. The goal of this recruiting initiative will be to increase the conversion rate of applicants to registered students and to increase racial diversity across all CTE programs. Currently, the majority of minority students are enrolled in Healthcare and Nursing programs at Pine.

Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations. Your response should describe how your consortium will implement the action plan developed in element #5 of the CLNA Framework.
Every secondary district has approved and implemented a policy of nondiscrimination on the basis of student status as members of special populations. An example of this policy is from Pine City Schools: The policy of the school district is to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age.

CTE course participation percentages for Individuals with Disabilities exceed the general population of Individuals with Disabilities. The participation and concentration of Individuals with Disabilities will be closely monitored to ensure continued robust participation and concentration within this student population.

With each semester, the Pine Technical & Community College student body becomes increasingly diverse, and the College remains committed to capitalizing on the multiple strengths its students bring to campus. Diversity, equity and inclusion are essential to educational excellence, and the administration, staff, and faculty are committed to supporting this growing, diverse community. Differences such as gender, racial and ethnic background, socioeconomic status, sexual orientation, religious affiliation and physical ability are assets that contribute to learning. Students learn and benefit from exposure to classmates from different countries, of different cultures and with different perspectives. Much like the workplace of today benefits from maintaining a diverse workforce, the classroom benefits from a more diverse student population. Pine Technical & Community College's continued success illustrates the power of individuality and the combined strength generated from all unique capabilities, experiences and points of view. The Equity and Inclusion Committee and the College will continue to build an inclusive environment where all contributors are valued and all differences are utilized to the advantage of the whole to achieve excellence in teaching, learning, student development and local and global community engagement. Pine Technical & Community College is an equal opportunity employer and employs individuals based on job-related qualifications regardless of race, religion, sex, national origin, age or other protected characteristics.

The consortium will continue its efforts to ensure equal access to students in all groups, and that these students will not be discriminated against based on their status in a special population group. Secondary and postsecondary Perkins leaders and stakeholders will participate in data meetings to gain a more clear understanding of where strengths and gaps exist. Strengths will be celebrated and will help identify ways in which we can address gaps. Where gaps are identified, the group will research local, regional and national best practices to address gaps. Strategies and targets will be identified and implemented during year one, and the outcomes will be evaluated in year two. In some cases, a solution seems simple, like finding transportation for an ALC student to go to their high school to take a CTE course. This group will help to identify the breadth of this barrier and identify workable solutions to, hopefully, address the gap.

In some cases, barriers to CTE programs may be due to a lack of knowledge that the opportunity exists. The Pine Tech Perkins Consortia will undergo a comprehensive marketing strategy to develop print and digital materials to inform, educate and empower students and their families about the opportunities available to them at the secondary and post-secondary

level. These materials will provide clear pathways from secondary to postsecondary and career, and reiterate the importance of CTE in the region.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Postsecondary funds will be used to plan and carry out elements that support the implementation of CTE programs and programs of study and that results in increasing student achievement on performance indicators, which may include:

  - (Student Success Advisor) Supporting programs and activities that increase access, student engagement and success in science, technology, engineering and mathematics fields for students who are members of groups underrepresented in such subject fields, Section 135.1 - D

- Postsecondary funds will be used to provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include:

  - (Student Success Advisor) Supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in CTE programs, Section 135.1 - D

  - (Student Success Coordinator) Training teachers, faculty, school leaders, administrators, specialized instructional support, personnel, career guidance or academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities., Section 135.1 - D

- PTCC will provide professional development opportunities to admissions and recruitment staff to develop targeted recruiting initiatives that prepare students interested in CTE programs for success. Section 135.2 - A, B, C, G, H

- Summer Academy project coordination, instructors, supplies and transportation will utilize secondary funds - *Section 135.1 A, C, D, E, F*

- Career investigation including field trips, training and industry site visits will use secondary funds for transportation, substitutes and career investigation materials - *Section 135.1 A, C, D, E, F*

- Stipend to oversee teacher and counselor nontraditional enrollment improvement task force - *Section 135.2 D, E, H*

- Possible access of a capacity grant to braid funds to support district level nontrad retention teams. - *Section 135.2 D, E, H*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 6: Work-based Learning

Work-based Learning Narrative

Describe the work-based learning opportunities that will be provided to students participating in CTE programs and how your consortium will work with representatives from employers to develop or expand work-based learning opportunities. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Three new Work Based Learning Programs were CTE approved in the last 2 years within the consortium. Students from three districts are involved in YouthBuild programs. This collaboration with Central MN Jobs and Training focuses on developing construction skills along with leadership development. Industry site visits, speakers, and transportation costs will be budgeted to expand work based learning opportunities in all CTE courses. A SCRUB Camp is under discussion for potential implementation in FY21. This initiative will be developed with collaboration with Central MN Jobs and Training.

PTCC utilizes industry internships as a critical component of student learning in CTE programs. These internships are coordinated by college faculty and business/industry partners.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Funds to support new WBL programs will be utilized for career investigation, field trips, and industry site visits - *Section 135.1 A, B, C, D, E, F Section 135.5 E*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 7: Early College

Early College Narrative

Describe how high school students participating in CTE programs will be provided with the opportunity to gain postsecondary credit, such as through dual or concurrent enrollment programs or early college high school, as practicable. Examples could include dual enrollment, PSEO, and concurrent enrollment, etc. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

Opportunities exist for early college credit at all six 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 2019-2020 academic year, high school students registered for 6,899 credits total. High school students are able to earn college credit through four CCHS models; traditional PSEO, Interactive Television (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. The traditional PSEO program has seen an increase in registered credit hours of 130% over the last 5 years and 20% in the last 3 years. The concurrent enrollment program has seen an increase in registered credit hours of 75% in the last 5 years and 12% in the last three years. The ITV program has also experienced a modest increase in registered credit hours in the last 3 years at approximately 11% and offerings through the CECT model have increased 500% in the last 3 years.

Enrollment in CTE courses while in high school has also seen an increase in registered credit hours. There was an increase of 99% over the last 5 years and a more modest increase of 20% over the last 3 years. During the 2019-2020 academic year, high school students registered for a total of 3,002 CTE credits at PTCC, which represents 33% of all registered credit hours in CCHS programs. That has remained relatively constant over the last 5 years. High school students have opportunities for early college credit in the following areas: Healthcare, Business, American Sign Language, Early Childhood Education, Advanced Manufacturing, Automotive, IT, and Human Services.

So while the opportunities are abundantabundant 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 articulation agreements in instances that a high school teacher is not able to teach a class in the concurrent enrollment program. Articulation agreements will be explored in a variety of career fields, including Early Childhood Development and Manufacturing in 2020-2022. Additional pathways in IT will be developed and Business opportunities will also be expanded.

During the 2019-2020 academic year, PTCC in partnership with the Office of Higher Education and the Minnesota State Advanced Manufacturing Center of Excellence, begin a project to train high school teachers from local high schools to be able to teach four foundational manufacturing courses in their high schools. The goal of this project is to provide students with an opportunity to explore for a career in manufacturing, earn industry-recognized credentials, and to earn college credit. This partnership will continue in the next two years. Year one will focus on designing implementation plans to offer the courses in the high school, including the development of hands-on activities, partnerships with business and industry, and possible work-based learning opportunities. The Pine Manufacturing Academy will be marketed to students prior to registration for the 2021-2022 academic year. The academy will be offered onsite at high schools and/or via ITV during the 2021-2022 academic year.

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.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Teacher and faculty stipends to develop the Pine Manufacturing Academy implementation plan. Section 135.2 - A

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 8: Support to Professionals

Support to Professionals Narrative

Describe how your consortium coordinates with the state and institutions of higher education or alternative programs to support the recruitment, preparation, retention, training, and professional development of education professionals to ensure applicable state certification and licensure requirements are met. Education professionals include teachers, faculty, administrators, and specialized instructional support personnel and para-professionals, including individuals from groups underrepresented in the teaching profession. Your response should describe how your consortium will implement the action plan developed in element #4 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

The consortium will continue to work with all the secondary districts towards the goal of recruiting and retaining CTE licensed instructors to ensure program approval and quality for CTE courses. In the last three years, the 6 secondary districts have added 9 new CTE licensed instructors through recruitment and Tier 1/2 license applications. This includes recruiting new FCS and Business teachers in the restored CTE programs in Rush City (in FY20) and 2 districts have maintained their CTE approved Business and Ag programs through recruiting CTE licensed instructors. A new female manufacturing teacher completed her CTE licensure and is teaching in Hinckley Finlayson. Her Trade and Industry Manufacturing Program was approved in FY19.

In moving forward with Perkins V and the results of the CLNA, gaps have been identified in teacher representation in underrepresented groups. Administrators will be briefed on this identified gap and consortium goals will be set to address this concern. This will be monitored in FY21 and FYY22.

PTCC and secondary schools continue to assess regional needs and student interests to implement additional CTE pathways for students, and identify professional development opportunities for current teachers to fill gaps. An example of this is to provide secondary teachers the opportunity to participate in MSSC Certification courses that will qualify them to teach the courses for college credit through PTCC's Concurrent Enrollment Program.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.
Professional development opportunities for staff and faculty to keep current with national trends, business and industry demands and best practices including membership and involvement with MACTA, ACTE and CTE Works! - *Section 135.2 B, C, D, E, F, G, H*

- Professional development funds will be allocated to post-secondary faculty and secondary teachers to align curriculum and create pathways and articulations agreements from secondary to post-secondary programs in instances where secondary teachers do not meet MinnState's minimum qualifications to teach CTE courses. - *Section 135.4 A, B, Section 135.2 A*

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 9: Performance Gaps

Performance Gaps Narrative

Describe the process for how disparities or gaps in student performance will be addressed each year, and if no meaningful progress has been achieved prior to the third program year, what additional actions will be taken to eliminate those disparities or gaps. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

In FY19, Kari-Ann Ediger from MDE delivered a data presentation at our Perkins Leadership group at PTCC. This presentation set a foundation for data review and identification of strengths and gaps. The Perkins Leadership met in October 2019 to review data and forecast potential gaps in anticipation of Perkins V. Analysis of FY19 data was discussed in February 2020. Strengths in Individuals with Disabilities participation and Students considered Economically Disadvantaged participation was recognized. Gaps in female participation numbers, math academic achievement and nontraditional completion were identified. Plans were discussed to address these gaps and include the following:

- Staff development targeted at math integration within CTE Courses

- Staff development targeted at data analysis and tracking

- Increased TSA pre- and post-testing to analyze mathematics gaps and growth

- The Summer Academy will provide an experience for students that will facilitate the transition to a non-traditional field.

- Students in 7th and 8th grade at several secondary sites will be required to enroll in a non-traditional course. This will provide an introduction and transition to continue in non-traditional courses.

- Teachers and counselors will participate in data analysis and goal setting to increase the number of non-traditional concentrators in their courses.

Close monitoring of data and communication to all partners in FY21 and FY22 must occur to ensure growth in all accountability indicators. If strategies are not stimulating growth in accountability, new strategies must be identified and implemented throughout the consortium. Improving math scores and increasing mathematics rigor in CTE courses will be a priority focus.

- Year One: Develop a task force to review data and track data. Develop a plan for professional development.

- Year Two: Implement professional development, implement strategies for improvement and evaluate improvement strategies.

The ISRS and EPM 11 enterprise systems allow PTCC to analyze student data, including what programs they are taking, what level of developmental education is required, retention and persistence information by student segment, etc. Potential risk factors such as first-generation status and low-income status can be identified upon enrollment. Based on an analysis of this data PTCC can then develop targeted strategies to ensure student success. The new assessment reporting process will use data to help inform and improve the teaching and learning process. The new program evaluation process will use data to improve overall program quality. These initiatives together will have a positive impact on each of our performance indicators.

PTCC will place additional emphasis on contextualizing curriculum in CTE courses and allocate professional development funds to implement sessions for postsecondary faculty such as, but not limited to: "Contextualizing Curriculum: Connecting the Dots between Math Education and CTE Programs." The purpose of this in-service activity is to improve collaboration between math faculty and faculty within all CTE fields of study to align learning goals and strengthen the academic success

of our students. This work is critical to the success of our CTE students as many struggle with math requirements included in the program plan and are not able to earn their CTE credential.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Secondary task force formation designed to track and analyze data, develop strategies to close the gap and evaluate strategy outcomes. *Section 135. 2 A, E, G, H*

- Secondary staff development targeted at math integration within CTE Courses. *Section 135. 2 A, E, G, H*

- Postsecondary faculty professional development to improve collaboration between math faculty and faculty within all CTE fields of study to align learning goals and strengthen the academic success of our students. Section 135.4 B

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 10: Consortium Governance

Consortium Governance Narrative

In the Minnesota 4-year State Plan, a consortium is defined as having:

- Minimum of 1 school district and 1 postsecondary Minnesota State College
- Minimum of 6 programs of study
  - Of these 6 programs of study, a minimum of 4 career fields must be represented
  - All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

Describe your consortium's configuration, systems, and operations. Putting students' needs first, what actions will your consortium take to address consortia criteria, especially size, scope, and quality? Your response should describe how your consortium will implement the action plan developed in element #2 of the CLNA Framework. For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

PTCC will continue to host the monthly Career Prep Consortium and Perkins Meetings. This partnership commenced in FY17 and was designed to build a strong platform of collaboration to address employability and training gaps, increase CTE access for all students, confront CTE perception bias (student, school and community), resolve teacher licensure issues, assess business partner's needs and trends and develop strategies to create the world's best workforce. This group has been responsible for the following:

- Facilitate communication and planning with all secondary partners

- Identify student performance strengths and gaps

- Align current CTE programs with projected industry trends

- Facilitate communication with secondary business managers, superintendents and principals

- Oversee financial accounting and reimbursement of funds within the consortium secondary and postsecondary partners

- Coordinate and implement TSA testing for current and new CTE programs

- Gain state CTE approval for new CTE programs within the secondary partner schools

The consortium has grown in the last 4 years in terms of expansion of CTE Approved Programs (increase of 14), expansion of Programs of Study (54 new Programs of Study) and growth in student participation numbers. The Secondary Student Participation unduplicated numbers have increased from 537 in FY17 to over 700 in FY19. This figure will continue to increase due to the addition of new CTE approved programs.

CLNA data aggregated from parents, community members, administrators, counselors and teachers all clearly identified the need for additional space for CTE programming. The consortium needs to take bold steps forward to develop a plan to meet this regional demand. This concept has been approached in the past but has not moved forward with a viable plan.

- Year One: Reconvene the CTE Collaborative Space Planning Initiative for the following purposes;

  - Assess Needs

- Develop partnerships

- Year Two: Develop a Plan

  - Create action steps

  - Develop a comprehensive plan

  - Access funding

The Perkins Consortium has approved this following format for fund allocation within the secondary districts. The Perkins Leadership team will consist of representatives from each district and the the Perkins Coordinators. This team will base fund allocation decision making on the review and analysis of the initial CLNA and the submitted and approved Perkins Plan.

- Step One: Review and Analysis of the CLNA by the leadership team to identify needs and budget priorities

- Step Two: Secondary districts will review the identified needs and submit requests by 9/30

- Step Three: Leadership team will meet, review requests and inform districts by 10/15

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported.

- Secondary funds will be allocated for Perkins Coordination and Admin Fee - *Section 135.6 d, Section 135.2 D*

- Perkins coordination role will include CTE Collaborative Space Planning initiative participation - *Section 135.2 D*

- Postsecondary funds to support monthly Career Prep Consortium and Perkins meetings - Section 1.5.5 - B

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Narrative 11: Reserve Funds

Reserve Funds Narrative

Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--

(1) in—

(A) rural areas;

(B) areas with high percentages of CTE concentrators or CTE participants;

(C) areas with high numbers of CTE concentrators or CTE participants; and

(D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

(2) in order to—

(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or

(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description. Describe which use(s) of funds in section 135 of Perkins V is/are supported.

The pilot plans to be implemented at the secondary level consist of developing an RFP process for funds to be applied for by secondary districts and approved through the Perkins Leadership Team. This leadership team would include a representative from each district and the Perkins Secondary Coordinator. Feedback from CTE instructors and secondary administrators have identified the need for larger pieces of equipment to give students the training and experience for preparation for high-skill and high-wage positions - particularly in manufacturing. According to DEED, manufacturing is projected to be a fast growing industry in our region. Section 135.5 D

At the postsecondary level, reserve funds will be used in accordance with the requirements listed in Perkins V, section 135. The postsecondary Perkins leader will collaborate with the Vice President of Academic and Student Affairs, who also serves as the dean of a majority of the CTE programs on campus, and the Dean of Health Sciences to determine the most appropriate use of reserve funds. Historically, reserve funds have been used for new CTE programs which would align with #2A - "foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies..." and #2B - "promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries."

Secondary RFP - Upgrade of Equipment - $5000.00 Section 135.2 D

Secondary Upgrade of equipment, supplies for CTE Secondary programs $12,214.22 Section 135.2 D

Postsecondary - upgrade equipment, supplies, and materials for CTE programs - $17,214.22 Section 135.5 - D

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Workforce Center Collaboration

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (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(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0.00
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	25000
Postsecondary Subtotal	25000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	7500
Secondary Subtotal	7500
TOTAL	32500

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Becky Maki	Secondary Perkins Coordinator	Secondary	261821		$4100
Paul Jackson	Perkins Project Coordinator	Secondary	280349		$1500
Jen Rancour	Student Success Coordinator	Postsecondary			45000
Erin White	Student Success Advisor	Postsecondary			20000

Attach all Position descriptions as .PDF documents prior to submitting this application

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Position Description
Perkins Secondary Coordinator Job Description (2) (2)

Position Description
Perkins Project Coordinator (1) (3)

Position Description
MnSCU Academic Professional - 3 (Student Success Coordinator) 01065543 - Vacant

Position Description
Student Success Advisor

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

State-recognized Program of Study 1

POS 1

Career Field: Select the career field from the drop down menu.

Human Services	▼

Career Cluster: Select the career cluster from the drop down menu.

Education and Training	▼

Career Pathways: Select the career pathway from the drop down menu.

Teaching/Training	▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Early Childhood Development and Services

Mora ISD #332 / Program Code #090101

Pine City ISD #578 / Program Code #090101

East Central ISD #2580 / Program Code #090101

Hinckley Finlayson ISD #2165 / Program Code #090101

Rush City ISD #139 / Program Code #090101 - new program FY20

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Pine Technical and Community College - Articulated credit

Early Childhood Development Certificate:

This program option prepares individuals for work in a licensed child care center, preschool and before/after-school programs as an aide or assistant teacher or in a licensed or legally unlicensed family child care program.

Early Childhood Development Diploma:

This program option prepares individuals for work in a licensed child care center or preschool and before/after-school programs as an assistant teacher or lead teacher or in a licensed or legally unlicensed family child care program.

E**arly Childhood Development AS/AAS Degree**

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10,

Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision / EC		
Work-based Learning	Practicums at PreK School Readiness, ECFE and Child Care settings		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	EC Certificate	EC Diploma	EC AS/AAS
Work-based Learning	CDEV 2510 Practicum 1, CDEV 2810 Practicum II	CDEV 2510 Practicum 1, CDEV 2810 Practicum II	CDEV 2510 Practicum 1, CDEV 2810 Practicum II
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Articulation agreement with PTCC, MDE CTE Program Approval including requirement of curriculum alignment with national standards.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

PTCC Joint Advisory Councils with secondary teachers, PTCC instructors and industry stakeholders.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

MDE Program approval requirement of vocationally licensed teachers and other state required CTE components.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Program of Study course alignment / PTCC Accreditation / Postsecondary degree, diploma or certifcate options.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Articulation agreements, PTCC combined inventory, Perkins purchases of equipment to reflect industry standards.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Practicums, field experiences at area schools child care centers and preschools.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Data analysis from CLNA will be communicated to EC advisory, staff and stakeholders. Secondary counselors will be engaged in a POS improvement initiative in FY21 designed to review and improve existing POS' and build new POS'.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 2

POS 2

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology ▼ |

Career Pathways: Select the career pathway from the drop down menu.

| Manufacturing Production Process Development ▼ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Rush City ISD #139 / Program Code #019901

East Central ISD #2580 / Program Code #171710

Hinckley Finlayson ISD #2165 / Program Code #172306

Pine City ISD #578 / Program Code #171710 - CTE approved - will be submitted for POS in FY21

Mora ISD #332 / Program Code #171710 - CTE approved - will be submitted for POS in FY21

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Pine Technical and Community College

Welding - Certificate

Precision Machining - Certificate

Precision Machining Technology - Diploma

Precision Machining Technology - AAS

Applied Engineering Technology

Automated Systems Technology

Industrial Equipment Technician

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical

Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision / Welding/Mfg 1 / Mfg Principles		
Work-based Learning	Robotics , Competitions, Student Teacher Asst., FFA		
Licensure			
Certification			
Industry-Recognized Credential	Skills USA - Planned Implementation		

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Certificate	Diploma	Degree
Work-based Learning	Welding Internship Welding 1580, Machining Internship MTTP 2268	Welding Internship Welding 1580, Machining Internship MTTP 2268	Welding Internship Welding 1580, Machining Internship MTTP 2268
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

MDE CTE program approval requiring curriculum alignment with national standards.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

PTCC Joint Advisory Council Involvement consisting of secondary teachers, postsecondary instructors and industry stakeholders.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

MDE CTE Program approvl requires CTE licensed instructors and other state required components. PTCC accreditation requirements for appropriately licensed CTE instructors.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Course alignment with PTCC Welding and Advanced Mfg Technology.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Perkins, secondary and postsecondary purchases of equipment to reflect current industry standards.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Field experiences to manufacturing workplace sites, speakers, summer academy

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Data analysis from CLNA will be communicated to EC advisory, staff and stakeholders. Secondary counselors will be engaged in a POS improvement initiative in FY21 designed to review and improve existing POS' and build new POS'.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 3

POS 3

Career Field: Select the career field from the drop down menu.

Agriculture, Food, & Natural Resources ▼

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Mora ISD #332 / Program Code #019901

Rush City ISD #139 / Program Code #019901

Hinckley Finlayson #2165 / Program Code #019901

Braham #314 / Program Code #019901

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Vermilion Community College - Veterinary Technician - AAS American Veterinary Medical Association (AVMA) Accredited program.

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision Animal Science		
Work-based Learning	FFA, World food Prize U of M / Des Moine Iowa - Braham Ag student participation, field visits		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	AAS		
Work-based Learning	Contexualized learning		
Licensure	Vet Tech		
Certification			
Industry-Recognized Credential	VTNE Certification		

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

MDE CTE Program approval including curriculum course/standard alignment with national standards.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Advisory committee involvement and participation with secondary instructors and industry stakeholders.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

MDE CTE program approval including requirement of CTE licensed instructors and fulfillment of other state required components.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

College accreditation at Vermillion Technical College - American Veterinary Medical Association (AVMA) Accredited program.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Perkins and secondary district purchase of equipment to reflect industry standards.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Student leadership experiences including FFA.

World food Prize U of M / Des Moine Iowa - Braham Ag student participation

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Data analysis from CLNA will be communicated to EC advisory, staff and stakeholders. Secondary counselors will be engaged in a POS improvement initiative in FY21 designed to review and improve existing POS' and build new POS'.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 4

POS 4

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology ▾ |

Career Pathways: Select the career pathway from the drop down menu.

| Facility and Mobile Equipment Maintenance ▾ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Rush City ISD #139 / Program Code #019901

Mora ISD #332 / Program Code #170302 - CTE approved will be submitted for POS approval in FY21

Pine City ISD #578 / Program Code #171710 - CTE approved will be submitted for POS approval in FY21

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Pine Technical and Community College - Automotive Technology

Automotive Technology - AAS

Automotive Technology - Diploma

Automotive Technology - Certificate

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision - Small Engines,	Precision - Auto Service Fundamentals

Work-based Learning	Allow the students to explore the various jobs and opportunities in the automotive industry. 2. Students will explore the automobile and its operating systems through hands on experiential learning throughout the course		
Licensure			
Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Certificate	Diploma	Degree
Work-based Learning	Experiential Learning, hands on learning in all automotive systems	Experiential Learning, hands on learning in all automotive systems	Experiential Learning, hands on learning in all automotive systems
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

MDE CTE Program approval (Small Engines, Automotive 1, Automotive 2, Know Your Car) requiring curriculum alignment with national standards.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

PTCC Joint Advisory Council involvement including secondary instructors, postsecondary instructors and industry stakeholders.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

MDE CTE Program approval including requirements for CTE licensed teachers and other state required components, PTCC acceditation requirements.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

PTCC acceditation, course alignment with national standards

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Perkins, secondary districts and PTCC purchase of equipment designed to reflect current industry standards.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes

○ No

List of Evidence (if not present, enter "N/A")

Experiential, contextual and hands on student learning activities.

Summer Academy

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?
⦿ Yes
○ No

List of Evidence (if not present, enter "N/A")

Data analysis from CLNA will be communicated to EC advisory, staff and stakeholders. Secondary counselors will be engaged in a POS improvement initiative in FY21 designed to review and improve existing POS' and build new POS'.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 5

POS 5

Career Field: Select the career field from the drop down menu.

| Business, Management, & Administration ▾ |

Career Pathways: Select the career pathway from the drop down menu.

| Business Information Management ▾ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Mora ISD #332 / Program Code #140710

Pine City ISD #578 / Program Code #140710

Rush City ISD #139 / Program Code #140710

Braham ISD #314 / CTE Approved Program / submit for Program of Study Approval in FY21

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Pine Technical and Community College - Business Essentials Certificate, Business Administration Diploma, Business Transfer Pathway AS Degree,

Management Information Systems

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision / Accounting	Precision/Business Mgmt	
Work-based Learning	Plans to implement DECA,	Plans to implement DECA,	
Licensure			

Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award:** Enter any or all academic awards (i.e., Certificate, Diploma, Degree)
- **Work-based Learning:** Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- **Licensure:** Enter the appropriate licensure name (e.g., MN Residential Contractor License)
- **Certification:** Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- **Industry-Recognized Credential:** Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Cert	Dip	AA/Transfer
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

MDE CTE program approval including curriculum course standard alignment with National Standards.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

Joint advisory committees at PTCC including participation with secondary teachers, postsecondary teachers and industry representatives.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

MDE CTE Approval requires appropriately licensed instructors and fulfills other state required components.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Program of study alignment / PTCC accreditation.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Perkins, secondary districts and PTCC purchase of equipment to reflect current industry standards.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Student leadership / learning experiences in local high schools

Development of DECA in 2 HS sites

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Data analysis from CLNA will be communicated to EC advisory, staff and stakeholders. Secondary counselors will be engaged in a POS improvement initiative in FY21 designed to review and improve existing POS' and build new POS'.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 6

POS 6

Career Field: Select the career field from the drop down menu.

| Engineering, Manufacturing, & Technology ▾ |

Career Pathways: Select the career pathway from the drop down menu.

| Construction ▾ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

Mora ISD #332 / Program Code 171000

Rush City ISD #139 / Program Code 019901

Braham ISD #314 / Program Code 019901 - CTE approved will submit for POS approval in FY21

HF ISD #2165 / 171710, 172306 - CTE Approved, will submit for POS approval in FY21   \

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Lake Superior College - Carpentry Certificate, Diploma, AAS

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	Precision / Construction Trades and Foundation		
Work-based Learning	An extension of their student leadership opportunities, they will be required community service project or develop a manufacturing project that they can raise money with for the program. All profits will go into an account to raise money for a CNC machine for the woodshop, will have opportunities to assist their peers in their work through demonstrations, peer coaching, and guided practice.		
Licensure			

Certification			
Industry-Recognized Credential			

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Carpentry Certificate	Carpentry Diploma	Carpentry Degree
Work-based Learning	Use hand tools, power tools, and construction equipment Learn interior and exterior finishing Coordinate construction activities Estimate building materials requirements	Use hand tools, power tools, and construction equipment Learn interior and exterior finishing Coordinate construction activities Estimate building materials requirements	Use hand tools, power tools, and construction equipment Learn interior and exterior finishing Coordinate construction activities Estimate building materials requirements
Licensure			
Certification	OSHA	OSHA, 1st Aid CPR,	OSHA, 1st Aid, CPR
Industry-Recognized Credential		Lead Carpenter	Lead Carpenter

Other Assessments (only if not previously listed):

State-Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?
- ◉ Yes
- ○ No

List of Evidence (if not present, enter "N/A")

   MDE CTE Program Approval includes alignment of curriculum with state standards.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and

maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Advisory committees that represent secondary teachers, community members and industry representatives.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

MDE CTE program approval including requirements of CTE licensed instructors and other state required components.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Lake Superior Accreditation, program alignment with national standards at the secondary and postsecondary level.

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Secondary districts and Perkins approved purchase of equipment upgrades to reflect current industry standards.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Experiential, contextual and hands on learning activities including service learning projects.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
◯ No

List of Evidence (if not present, enter "N/A")

Data analysis from CLNA will be communicated to EC advisory, staff and stakeholders. Secondary counselors will be engaged in a POS improvement initiative in FY21 designed to review and improve existing POS' and build new POS'.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

State-recognized Program of Study 7

POS 7

Career Field: Select the career field from the drop down menu.

| Human Services ▾ |

Career Cluster: Select the career cluster from the drop down menu.

| Law, Public Safety, Corrections, and Security ▾ |

Career Pathways: Select the career pathway from the drop down menu.

| Emergency and Fire Management Services ▾ |

Individually list the high school(s) and the associated Minnesota Department of Education (MDE) approved program code from table C that aligns with the career cluster identified above. (Link to program code immediately below.)

https://education.mn.gov/MDE/dse/cte/progApp/

List high school(s) and program code here.

East Central ISD #2580 - Program Code 070907

List the postsecondary institution(s), postsecondary CTE program, and academic award (certificate, diploma, degree) that aligns with this POS, as it appears in the college catalog. (Catalog in link immediately below.)

https://data2.csvc.mnstate.us/workspace/index.jsp

List institution(s), program, and academic award here.

Pine Technical and Community College - Paramedic, Advanced EMT, Nursing Degrees

Recognized Secondary Credentials

Enter the Recognized Secondary Credentials here:

- TSA: Enter applicable TSA exams (e.g., NOCTI, Precision Exam, etc.)
- Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)
- Licensure: Enter the appropriate licensure name (e.g., MN. Residential Contractor License)
- Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)
- Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)

Recognized Secondary Credential(s):

TSA	EMR Certification	EMT Certification	

Work-based Learning	Students enrolled in the EMT / EMR have the following Student Leadership / Career Investigation Opportunities *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 *EMT and EMR students conduct the following career investigation site visits each year: Lakes Region Ambulance Service / North Branch Ambulance Services / First Light Mora Hospital	Students enrolled in the EMT / EMR have the following Student Leadership / Career Investigation Opportunities: *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 *EMT and EMR students conduct the following career investigation site visits each year: Lakes Region Ambulance Service / North Branch Ambulance Services / First Light Mora Hospital	
Licensure			
Certification			
Industry-Recognized Credential	EMR Certification	EMT Certification	

Recognized Postsecondary Credentials

Enter the Recognized Postsecondary Credentials here:

- **Academic Award: Enter any or all academic awards (i.e., Certificate, Diploma, Degree)**
- **Work-based Learning: Enter the type of Work-based Learning and/or authentic work experiences present in the POS (e.g., Internship, Externship, Practicum, Clinical, and/or Cooperative Education)**
- **Licensure: Enter the appropriate licensure name (e.g., MN Residential Contractor License)**
- **Certification: Enter the appropriate certifications as applicable (e.g., ServSafe Food Handler, OSHA 10, Manufacturing Skills Standards Council, etc.)**
- **Industry-Recognized Credential: Enter the Industry-Recognized Credential name (e.g., Emergency Medical Technician-Basic)**

Note: Not all fields are required. At minimum, the academic award field should have an award identified.

Recognized Postsecondary Credential(s):

Academic Award	Adv EMT Certificate	Paramedic	
Work-based Learning	EMT 1730 Emergency Medical Technician Clinical NURS 2922 Professional Nursing Practicum I NURS 2936 Professional Nursing Practicum II PRSG 1500 Clinical Lab I PRSG 2600 Clinical Lab II	EMT 1730 Emergency Medical Technician Clinical NURS 2922 Professional Nursing Practicum I NURS 2936 Professional Nursing Practicum II PRSG 1500 Clinical Lab I PRSG 2600 Clinical Lab II	
Licensure	NREMT, CNA, LPN, RN	NREMT, CNA, LPN, RN	
Certification	NREMT, CNA, LPN, RN	NREMT, CNA, LPN, RN	
Industry-Recognized Credential	NREMT, CNA, LPN, RN	NREMT, CNA, LPN, RN	

Other Assessments (only if not previously listed):

State Recognized Required Components

Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway: Content standards, frameworks, and competencies that define what students are expected to know and be able to do to enter and advance in college and/or careers comprise the foundation of a POS.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

MDE CTE program approval including an alignment of curriculum with state certification standards.

Program of study incorporates active involvement from an integrated network of partners: Ongoing relationships among education, business, and diverse community stakeholders bolster POS design, implementation, evaluation, and maintenance.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

PTCC Joint Advisory Council involvement with secondary teacher, postsecondary instructors and industry stakeholders.

Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials: Secondary programs have appropriately licensed teachers, advisory committees, develop and ensure access to equitable student leadership opportunities, and provide career exploration activities leading to postsecondary credits/credentials.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

MDE CTE Program Approval including requirement of CTE licensed instructors and other state required components.

Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements: A cohesive arrangement of college-level credit courses and experiences, designed to accomplish predetermined objectives, lead to the awarding of a degree, diploma, or certificate.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

PTCC Accreditation - students receive certification (EMT, EMR)

Materials, Equipment, and Resources: Facilities, equipment, technology, and materials used in the program of study reflect current workplace, industry and/or occupational standards and practices for installation, use, maintenance, and safety.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

The EMT, EMR programs reflect industry standards with technology and equipment that relates to the real world work place.

Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry: POS engages students in authentic work-based learning experiences that demonstrate progressive occupational learning aligned to industry workforce needs.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Students serve as First Responders at East Central Schools athletic events.

Program of study development, improvement, and advocacy are supported by findings from a comprehensive local needs assessment: Systems and strategies for gathering, analyzing, and disseminating needs assessment data are effective for guiding the improvement of POS, and available in plain language to enhance use by stakeholders for POS advocacy.

Component is present?

◉ Yes
○ No

List of Evidence (if not present, enter "N/A")

Data analysis from CLNA will be communicated to EC advisory, staff and stakeholders. Secondary counselors will be engaged in a POS improvement initiative in FY21 designed to review and improve existing POS' and build new POS'.

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Additional Documentation

Additional documentation may be uploaded here. The required uploads are: Statements of Assurance, Secondary Supplemental Budget, and Consortium Consolidated Equipment Inventory. Statements of Assurance should be combined and uploaded as one single PDF. The remaining fields are available as needed if applicants have additional material to share.

Statements of Assurances (Attached as one large PDF file):
Pine Tech FY 21 Statement of Assurances - FY21

Secondary Supplemental Budget:
FY21Secondary-Supplemental-Budget-Amplifund-Worksheet (1) (8) (7) (1) 2

Consortium Consolidated Equipment Inventory
Consortium Consolidated Equipment Inventory

Additional Material
Pine Tech

Additional Material
Copy of Ethnicity Data by Program

Additional Material:
Admissions, Enrollment and Award Data - 2016-2020

Additional Material:
DEED Region 7E Regional Profile

Additional Material:
Perkins V Data Graphs with goals

Additional Material:
Application Checklist Pine Technical FY21-22

Additional Material
Perkins-V-CLNA-Reporting-Framework-Accessible-Version-December-8-2019 (2).docx (1)-1

Additional Material:

Additional Material:

Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)

Budget

Proposed Budget

	Grant Funded	Total Budgeted
A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)		
Postsecondary Non-Personnel	$1,000.00	$1,000.00
Subtotal	**$1,000.00**	**$1,000.00**
B) Narrative 2: Programs of Study		
Career Investigation -MCIS/Naviance	$3,500.00	$3,500.00
POS Marketing Brochure	$500.00	$500.00
Postsecondary Non-Personnel	$2,000.00	$2,000.00
Postsecondary Non-Personnel	$5,000.00	$5,000.00
Secondary Equipment	$38,405.00	$38,405.00
Secondary Personnel (Salary and Benefits)	$1,500.00	$1,500.00
Secondary Personnel (Salary and Benefits)	$250.00	$250.00
Subtotal	**$51,155.00**	**$51,155.00**
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Career Investigation / SCRUB Camp	$600.00	$600.00
Postsecondary Non-Personnel	$1,500.00	$1,500.00
Postsecondary Non-Personnel	$1,000.00	$1,000.00
Secondary Counselors	$1,500.00	$1,500.00
Secondary Personnel (Salary and Benefits)	$250.00	$250.00
Subtotal	**$4,850.00**	**$4,850.00**
D) Narrative 4: Integrated Academic and Technical Skills		
Postsecondary Equipment	$1,311.07	$1,311.07
Postsecondary Non-Personnel	$1,000.00	$1,000.00
Staff Development	$250.00	$250.00
TSA Testing	$1,000.00	$1,000.00
Subtotal	**$3,561.07**	**$3,561.07**
E) Narrative 5: Special Populations		
Career Investigation	$1,000.00	$1,000.00
Postsecondary Non-Personnel	$1,500.00	$1,500.00
Postsecondary Personnel (Salary and Benefits)	$45,000.00	$45,000.00
Postsecondary Personnel (Salary and Benefits)	$20,000.00	$20,000.00

	Grant Funded	Total Budgeted
Secondary Staff Stipend	$250.00	$250.00
Summer Academy Coordination	$1,500.00	$1,500.00
Summer Academy Instructors	$2,496.00	$2,496.00
Summer Academy Transportation	$1,504.00	$1,504.00
Subtotal	**$73,250.00**	**$73,250.00**
F) Narrative 6: Work-based Learning		
Career Investigation	$1,000.00	$1,000.00
Subtotal	**$1,000.00**	**$1,000.00**
G) Narrative 7: Early College		
Postsecondary Non-Personnel	$2,000.00	$2,000.00
Subtotal	**$2,000.00**	**$2,000.00**
H) Narrative 8: Support to Professionals		
Postsecondary Non-Personnel	$2,000.00	$2,000.00
Professional Dev	$1,000.00	$1,000.00
Subtotal	**$3,000.00**	**$3,000.00**
I) Narrative 9: Performance Gaps		
Postsecondary Non-Personnel	$2,000.00	$2,000.00
Professional Development	$500.00	$500.00
Subtotal	**$2,500.00**	**$2,500.00**
J) Narrative 10: Consortium Governance		
Secondary Admin (5% max) UFARS 895	$2,000.41	$2,000.41
Consortium Maintenance	$800.00	$800.00
Postsecondary Non-Personnel	$800.00	$800.00
Secondary Perkins Coordination	$4,100.00	$4,100.00
Subtotal	**$7,700.41**	**$7,700.41**
K) Narrative 11: Reserve Funds		
Postsecondary Equipment	$17,214.22	$17,214.22
Secondary Equipment	$12,214.22	$12,214.22
Secondary Equipment RFP	$5,000.00	$5,000.00
Subtotal	**$34,428.44**	**$34,428.44**
Total Proposed Cost	$184,444.92	$184,444.92

Proposed Budget Narrative

A) Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Non-Personnel

CLNA Advisor/Consultant

B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Personnel (Salary and Benefits)

Counselor Stipend

Secondary Equipment

Upgrade of equipment and supplies for CTE programs

POS Marketing Brochure

Marketing Brochure for Programs of Study

Career Investigation -MCIS/Naviance

Career guidance tools for secondary districts

Secondary Personnel (Salary and Benefits)

Stipend for POS Task Force Development

Postsecondary Non-Personnel

CTE Marketing

Postsecondary Non-Personnel

Career Exploration Events

C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Career Investigation / SCRUB Camp

Development of Scrub Camp

Secondary Counselors

Career Investigation Seamless Delivery Initiative - Counselor Stipend

Secondary Personnel (Salary and Benefits)

Stipend for oversight of Career Investigation initiative oversight

Postsecondary Non-Personnel

EPIC style event in partnership with local workforce agency

Postsecondary Non-Personnel

STRONGS Certification for PTCC Career Services advisor

D) Narrative 4: Integrated Academic and Technical Skills

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Staff Development

Staff

Postsecondary Non-Personnel

TSAs

Postsecondary Equipment

Equipment

E) Narrative 5: Special Populations

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Summer Academy Coordination

Staffing

Summer Academy Instructors

Instructors - 2 instructors / 48 hours

Summer Academy Transportation

Transportation, Supplies, Food

Secondary Staff Stipend

Stipend to oversee teacher and counselor nontraditional enrollment improvement task force

Career Investigation

Field Trips, Site visits, Speakers

Postsecondary Personnel (Salary and Benefits)

Student Success Coordinator

Postsecondary Personnel (Salary and Benefits)

Student Success Advisor

Postsecondary Non-Personnel

Professional Development - recruitment and retention strategies

F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Career Investigation

Career Investigation support for WBL programs and Career Investigation

G) Narrative 7: Early College

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Postsecondary Non-Personnel

Manufacturing Academy Stipends

H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Professional Dev

Professional Development including MACTA, ACTE and CTE Works!

Postsecondary Non-Personnel

Professional Development

I) Narrative 9: Performance Gaps

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Professional Development

Professional development to increase the rigor of math in CTE courses

Postsecondary Non-Personnel

Professional Development

J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Admin (5% max) UFARS 895

Admin fee

Secondary Perkins Coordination

Secondary Perkins Coordination

Consortium Maintenance

Consortium Maintenance including mileage, working lunches, meeting expenses

Postsecondary Non-Personnel

Monthly Career Prep Consortium and Perkins Meetings

K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

Secondary Equipment RFP

RFP - Secondary Equipment

Secondary Equipment

Upgrade of equipment and supplies for CTE programs

Postsecondary Equipment

Equipment/supplies/materials for CTE programs