



FY23-24 Second Year Update: Pine Technical

Prepared by Pine Technical Consortium
for Minnesota State FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act
(Perkins V)

Submitted by Kierstan Peck

Submitted on 07/12/2023 9:27 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Second Year Update: Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2023.

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.

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

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Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/9a8b0cc4-2d7e-4997-9947-72b543ada6be>

Award Information

Award Period

07/01/2023 - 06/30/2024

Submission Information

Submission Window

Closes 07/28/2023 11:59 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

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

FY23-24 Second Year Update: Pine Technical

Award Requested

\$238,789.63

Total Award Budget

\$238,789.63

Primary Contact Information

Name

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Project Description

Consortium Membership List

Consortium Membership List

List the member college(s), secondary school districts, and charter schools in your consortium. Please use the full, legal name for each entity.

Secondary School Districts:

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

College:

- Pine Technical and Community College

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

Upload your Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information about your CLNA:

- A brief summary of the overall results of your consortium's CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter your CLNA response below.

The identified priorities from the CLNA include the following:

- Purchasing equipment that aligns with industry standards for CTE programs
- Professional Development for CTE teachers for standards alignment
- Professional Development for CTE teachers in contextualizing Math within the CTE programs
- Career Investigation Opportunities / Need for Professional Development for Secondary Counselors in this area
- Professional Development to provide CTE teachers with appropriate licensure
- Initiatives to develop stronger partnerships with Business and Industry including internships
- Continued Growth in CTE program offerings, scheduling and summer programming
- Professional development for postsecondary staff and faculty focused on Perkins performance indicators
- Continuing to build awareness around CTE opportunities at both the secondary and postsecondary levels
- Career exploration opportunities for both secondary and postsecondary students, included increased access to/connection with regional business and industry
- Continued support of postsecondary staff positions that provide wrap around support services to underserved populations

During the FY24 Perkins grant year, secondary and postsecondary will collaborate to conduct an updated Comprehensive Local Needs Assessment to prepare for the following grant year. Postsecondary funds will be used to support this work. Methods used to collect information will include; surveys, small group meetings, advisory boards, outside speakers, etc.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

Upload your CLNA Framework here:

Pine Tech Consortia Perkins-V-CLNA-Reporting-Framework (2) (4).docx

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet file.

Additionally, provide the following information in the space below:

- For each State-recognized POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any, these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to inform special populations about POS opportunities and to increase their participation in Career and Technical Education programs?

NOTE: Consortia must identify at least six state-recognized programs of study that represent at least four different career fields and with no more than one POS brokered with institutions outside the consortium. See [Perkins Operational Handbook, page 18](#).

[Download a blank S-R POS spreadsheet.](#)

Enter your Programs of Study response below.

The consortium is planning on funding the following S-R programs of study; Early Childhood, Manufacturing, Ag (Vet Tech, Animal Care), Transportation, Business (Accounting & Mgmt.) and Construction. DEED data indicates that each of these S-R programs of study are projecting strong growth and are considered high skill careers. The consortium will also consider funding the following Programs of Study; Interior Design, Culinary Arts and Applied Engineering and Health Science, Interior Design, Culinary Arts are programs of study designed to transition FCS programs from home based skills to developing work place skills that meet industry standards. The Applied Engineering program of study equips students to begin their journey in Engineering in high school and continue at PTCC with a seamless transfer of credits to Bemidji State University. Due to Covid, TSA testing decreased in FY21-22. There has been some TSA testing in FY23, and there are plans to promote and continue TSA testing across the consortium in FY24.

The CLNA indicated that parents, students and stakeholders value CTE at the secondary and postsecondary levels. The CLNA drew numerous strong responses from employers regarding CTE and Career Technical fields, *"Quit telling the kids that the trades are a bad option. That only the lower 1/3 will go into the trades, We will hire right out of high school and train up from there, I'd ideally love to offer paid internships, I'd like our local school and PTCC to understand who we are and what we do to help develop a workforce for our local community organizations. This could be developed with inclusion of local business owners in workforce development committee work."* Potential employers also demonstrated a desire to be more involved in Advisory Committees, internships, site visits and potential speakers. The consortium will fund a planning committee with representatives from each district designed to build stronger partnerships between the schools and local industry partners including developing an internship model designed to equip CTE students with workplace knowledge and skills. This did not take off as originally planned in FY23, but we are moving ahead with a renewed focus in FY24.

The CLNA sent a strong signal for the need of updated equipment that meets industry standards. "WE NEED HIGHER QUALITY TOOLS" was a direct quote from a student. Perkins will focus on the purchasing of equipment to meet industry standards. Administrators and teachers at the secondary and postsecondary levels echoed this need for equipment *"We lack in equipment, we lack in space. Our staff has the know-how and the drive but we have not yet found the funding to develop the space/facilities."* Parents also identified equipment as a critical need *"Update/modernize CTÉ and educational spaces as a priority."* The consortium will be funding equipment and supplies to meet industry standards.

Professional development was also identified as a need in our CLNA. This will be addressed in narrative 8.

The consortium currently has 1 S-R POS in Health Care. Planning went underway in FY22 to develop a new S-R POS in Health Care in FY23, and this work has continued. Mora is in partnership with PTCC to deliver the CNA, EMT and EMR programs on site. Health Care is considered one of the highest in demand, high skill in our area and throughout the state.

As part of the Capacity Grant received in FY22, the consortium has been meeting with all our alternative learning partners to determine CTE access for alternative learners. All alternative learners have access to CTE programs but several barriers were identified and are being addressed. These barriers included learning settings/cultures, absenteeism and transportation. All learners, including special populations will be informed of POS opportunities. Technical support from the Perkins Secondary Coordinator will insure communication needs are met and CTE goal technical support is provided for SpEd students.

PTCC partners with secondary schools in our region to promote postsecondary CTE programs while students are still in high school, exploring different career paths. There are several initiatives to promote CTE, including, but not limited to; on campus career exploration events such as Manufacturing Month (October) STEAM Day (spring), development of high school career academies (Auto, IT, Healthcare, Business, ASL, Manufacturing, EMS), and participation in regional career exploration events

In addition, PTCC continues to develop Career Academies for high school students. These academies provide students the opportunity to explore future careers while earning college credit. In FY24, PTCC will continue to 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. In FY23, PTCC worked to develop a manufacturing academy, but schools were not able to include in student schedules for implementation in FY24. Work on this academy experience will continue in FY24 to determine the best method to deliver this opportunity to secondary students. In FY23 work was done to expand access to EMS opportunities to high school students, resulting in an EMR course being offered to high school partners beginning in FY24 through the PTCC Academy model. This work will be supported in FY24 by supporting guest speakers, CPR certification for students, field trips, etc. Further, PTCC will participate as a pilot school with the Minnesota State System Office and Credential As You Go (<https://credentialasyougo.org/>). The incremental credentialing process formally credentials learning that individuals acquire along the way so that they can be recognized for employment and further education. The Pine Academy model will serve as the framework for PTCC's work in this pilot.

In FY23 PTCC planned to request assistance from system office staff to understand, interpret and analyze Perkins performance indicator data to gain a better understanding of performance gaps and develop strategies to address them, with one intended outcome to increase participation of special populations in CTE opportunities. This activity was not implemented due to staffing issues in FY23. This will be readdressed during FY24 and discussed more in narrative 9.

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

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- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.

- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

S-R-POS-Funding-POS-Spreadsheet-Revised-March-2023 Signed.xlsx

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

Workforce Agency Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter your Workforce Agency response below.

The consortium will support career investigation through MCIS, Speakers, Field Trips and site visits. All students, including alternative learners in alternative sites and SpEd students have access to Work Based Learning Programs. The Perkins Secondary Coordinator will provide technical assistance in communicating WBL programs for all students and assistance in including this in IEP's for special education students. Secondary counselors will participate in professional development opportunities to extend their knowledge in career investigation and exploration. Secondary counselors will be considered for professional development to attend the following events funded with Perkins dollars; ASCA Conference "Post Secondary Transitions", "Career & Programming", "Col/Career Success Week", "Col/Career Readiness", "Career Development" training, obtaining a guest speaker for Pathways & Careers designed for 9-12th grade students, and Minnesota School Counselor Association Conference.

Funds will also be used to support development of workforce skills through CTSOs like FCCLA, BPA, and FFA. Several schools are working to develop or expand their CTSO offerings, but the biggest barriers to this are advisor expenses. These include sub fees when advisors are at competitions/events and hotel rooms for overnight field trips. For the first 3-4 years of development, the consortium will fund these advisor expenses. The hope in doing this is that student participants and administrators will see the value of participation and after the initial 4 years, the substitute fees will transition to district expenses.

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

- Pre-Employment Transition Services (Pre-ETS): Provide high school students with career and post-secondary exploration assistance, work-readiness training, and skills instruction that will support self-advocacy.
- Working with Empower Learning Center Alternative Program (Hinckley) with students with Community Service Projects.
- The consortium will support another career investigation camp with CMJTS in June, 2024. This camp will feature career investigation and hands on career experiences.
- Partner with CMJTS, Pine County, and PTCC to coordinate Manufacturing Month activities, including college visits, industry tours, and industry speakers.
- Bi-annual meetings with CTE for All Cohort including Pine County School's Cultural Coach, Mille Lacs Band Youth Program Staff, and CMJTS Staff.

Students are served on an individual basis through the Workforce Innovation and Opportunities Act (WIOA) and Minnesota Youth Program (MYP). Enrollees into these programs receive a variety of employment and training services, which may include services such as assistance to complete their diploma or GED, work-readiness training, career exploration, technical skills training, job search assistance, paid work experience placement, and on-the-job training.

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

Beginning in FY23, PTCC is participating in a pilot project with the Minnesota State System Office to implement a new Ability to Benefit option for students without a high school diploma or GED. Work in FY23 was spent laying the groundwork to implement the program in FY24. Collaboration with SCRED has been instrumental in this work, and will continue to be critical moving forward. Postsecondary funds will be used to hire a Ability to Benefit Advisor from SCRED to support students participating in this pilot. Eligible students would work with SCRED to complete GED requirements while attending PTCC in one of the following career pathways: EMT, Network Administration, Practical Nursing, Nursing Assistant and Medication Aide, or welding. Additional programs may be added as needed.

PTCC works closely with business and industry partners through program advisory committees. 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.

Lastly, employers identified a greater need to connect with students regarding employment after graduation, internship opportunities, etc. Funds will support efforts to create more opportunities for connections with employers through on-campus events such as program-specific career fairs, classroom speakers, etc.

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- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your Integrated Academic and Technical Skills response below.

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

In FY21, secondary CTE teachers began meeting to review nontrad indicators and also to focus on the integration of math within their programs. Ideas have been shared and strategies have been implemented. A review of the data has shown significant improvement in nontrad numbers. Strategies regarding math integration will be reviewed with the next data roll out. Perkins funds will continue to support this initiative to increase nontrad numbers and improve math scores for CTE learners.

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.

During FY23, PTCC began the work of reducing the number of development education math courses required for program completion, as part of a Minnesota State System Initiative. This work will continue in FY24. PTCC will place additional emphasis on contextualizing curriculum in CTE courses and allocate professional development funds to implement sessions for postsecondary faculty within all CTE fields of study to align learning goals and strengthen the academic success of our students. Perkins funds will be used to provide professional development funds to faculty.

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- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

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

Enter your Special Populations response below.

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

With support from the Capacity Grant, a group of representatives from Alternative Learners and SpEd was formed to identify and address the barriers for CTE students in alternative programs and special populations. There has been an increase in communication and identification of the issues. This group needs to continue to meet to develop real strategies to confront the challenges to provide access of CTE for all learners.

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

While PTCC has several resources and initiatives in place to remove barriers to CTE education for students in several special population groups, responses from the CLNA indicate that additional "Academic support provided through more comprehensive student support is needed as funding allows." And "Tech faculty can be assigned an overwhelming number of advisees, this makes individualized academic support challenging." While there are contractual restrictions in place that require CTE faculty to provide academic advising to their students, the college will continue to work on addressing needs through resources offered through the Student Affairs and Student Success Teams. In FY23 Professional development funds were allocated to implementing an Appreciative Advising model at the college, for staff and faculty advisors. Appreciative Advising is the intentional collaborative practice of asking generative, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials.

It is perhaps the best example of a fully student-centered approach to student development. This work will continue in FY24. Reserve funds will be used to support this initiative.

Current initiatives are described below:

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

*During the FY23 year, PTCC secured a private donor to expand the Kick Start Scholarship opportunity to two years of free tuition for eligible students from Mora High School.

PTCC has dedicated staff focused on addressing the specific needs of special populations on campus

- The Student Success Coordinator, who serves as the campus' Chief Diversity Officer, Accessibility and Accommodations coordinator, and Equity and Inclusion Committee facilitator, helps to identify initiatives to help close the achievement gap for special populations.
- The Student Success Advisor focuses on improving service to special populations, specifically identifying resources to help eliminate the achievement gap for low-income and first-generation college students through initiatives such as the Kick-Start scholarship, SNAP 50/50 program, Emergency Assistance Grant, and by building partnerships with internal and external resources to help address the non-academic needs of students.
- Transfer Specialist and Veterans Certifying Official

The college will also begin to explore the possibility of applying to offer a Trio program on-campus to better support the success of students from special populations.

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Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State-Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure (5S3).
- Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations at both the secondary and postsecondary levels.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

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

Enter your Work-based Learning response below.

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

Mora Public Schools / Trade and Industry

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

Mora / AFNR Program

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

- Collaborating with a garden project and apple trees.

Braham AFNR Program

- Braham students have designed and constructed several projects for NASA, including an automatic feeder for mice used in zero-gravity experiments and a washing machine that can function in an environment where air and water don't mix and soap can't be used. The students' work was noticed by MIT, which awarded the school a \$10,000 grant for work on the washing machine project
- Braham students have special expertise in building super mileage vehicles, with one entry finishing second in the world in a high-level competition.

East Central EMT Program

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

In FY21 22.84% of CTE Concentrators participated in WBL programs. 6 out of 7 secondary districts have WBL programs. 4 of the WBL programs are new within the last 4 years. 2 programs have recently expanded into the ALC programs and are delivered on site. Perkins will support the WBL programs with career investigation materials and supplies. WBL programs are in the beginning stages within the consortium. Technical assistance will be requested from the new MDE WBL Program Specialist to build quality and insure equity of access in all WBL programs.

Students at the postsecondary level have access to work-based learning opportunities within their programs of study.

Some examples include:

- Paid and unpaid internships (cyber security, welding)
- Clinicals (EMS, LPN, RN)
- Lab simulations with local business/industry partners (EMS)
- Practicums (Early Childhood)
- Paid internships/On the job course work (2nd year of Construction Technology)

The CLNA responses from area business and industry identified a strong desire to work with the schools to develop a trained work force. Business and industry expressed the need for stronger connections, internships, field / site visits, school visits and basic skill training needs. Perkins funds will be utilized for a year of planning to develop an internship model and strategies to build a stronger connection with business and industry.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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

Narrative 7: Early Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such as dual or concurrent enrollment programs in CTE (e.g., the University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE that provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your Early Postsecondary Credit response below.

Opportunities exist for early college credit at all seven secondary sites. These opportunities include concurrent enrollment, postsecondary enrollment options, and advanced placement courses.

PTCC has a robust College Credit in High School (CCHS) program that provides early college access to high school students. During the 2021-2022 academic year, high school students registered for 8,970 credits total. High school students are able to earn college credit through four CCHS models; traditional PSEO, Pine Academies (ITV), Concurrent Enrollment, and credit-based Customized Training (CECT) courses. Traditional PSEO and concurrent enrollment are the main models in which students earn college credit at Pine.

Enrollment in CTE college-credit in high school courses remains strong over the last three academic years at PTCC.

2020-2021 - 8,136 total registered credits, 2022 CTE credits (25%)
2021-2022 - 8,849 total registered credits, 2542 CTE credits (29%)
2022-2023 - 10,068 total registered credits, 2870 CTE Credits (29%)

High school students have opportunities for early college credit in the following areas: Nursing, EMS, Business, Early Childhood Education, Advanced Manufacturing, Automotive, IT, Welding, Construction, and Human Services.

ServSafe certification has expanded into 3 FCS secondary programs within the consortium, with plans for 2 more schools to add this in the 2023-2024 school year with the support of Perkins funds.

So while the opportunities are abundant for early college credit, the consortium is committed to growing opportunities and creating more pathways from high school to postsecondary education. Feedback and discussion during the Career Prep Consortium meetings have identified a renewed interest in developing new opportunities for students, through collaboration with secondary and postsecondary by taking a regionalized approach.

Specific feedback from the Career Prep Consortium members regarding expanding access to CTE opportunities included the following ideas/suggestions that will be explored:

- Expanded space for CTE programs
- "Traveling" CTE classroom/lab
- Virtual simulation equipment (ie. virtual welders) onsite at high schools allowing rural districts to offer additional
- CTE academies/opportunities to students
- Mobile CNA lab to remove barriers for students to take the NATO exam
- Addition of culinary courses/programs
- Two week summer CTE enrichment program
- Professional development to get all teachers approved to teach (no tiers or waivers)

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

PTCC will continue to expand high school "Career Academies". The overall goal of these career academies is to increase opportunities for students to participate in career and technical education (CTE) opportunities that provide access to: college credit, pathways to industry recognized credentials, and exposure to in-demand career opportunities. In FY24, PTCC will continue to 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. In FY23, PTCC worked to develop a manufacturing academy, but schools were not able to include in student schedules for implementation in FY24. Work on this academy experience will continue in FY24 to determine the best method to deliver this opportunity to secondary students. In FY23 work was done to expand access to EMS opportunities to high school students, resulting in an EMR course being offered to high school partners beginning in FY24 through the PTCC Academy model. This work will be supported in FY24 by supporting guest speakers, CPR certification for students, field trips, etc. Further, PTCC will participate as a pilot school with the Minnesota State System Office and Credential As You Go (<https://credentialasyougo.org/>). The incremental credentialing process formally credentials learning that individuals acquire along the way so that they can be recognized for employment and further education. The Pine Academy model will serve as the framework for PTCC's work in this pilot.

PTCC has worked with high schools to 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. In some cases where team teaching has not been possible, PTCC will offer CTE courses onsite at the high school taught by PTCC instructors. Examples including Nursing Assistant courses at Pine City, Mora, Fridley, Ogilville, and Isle high schools, and EMR at Mora High School.

In FY23, PTCC was able to use non-Perkins funds to purchase PC laptops for high school students enrolled in the Business and IT Academies. This resource will be rolled out to high schools in FY24.

In FY24, funds will be used to support attendance at the annual NACEP Convention for postsecondary staff to continue to explore best practices for increasing access to early credit options.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your Support to Professionals response below.

Perkins funds will be utilized to recruit and retain our CTE teachers through professional development in their content areas. These PD experiences can assist in the CEU's required for licensure areas for CTE teachers. Many CTE teachers in our consortium are the only ones in their departments, so funding professional development for teachers to get together with their peers in the same content area is vital to retention. Some examples of these are the MN Technology and Engineering Association Conference, FACS to the Max Conference, and Minnesota Association of Agriculture Educators Conference. Areas of greatest need include WBL, Construction, Transportation and Manufacturing. We have several T&I teachers on out of field permissions or tier 1 licensure. Funding these professional development experiences will assist in retaining and training qualified instructors in T&I and all other CTE areas.

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

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

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your Performance Gaps response below.

Math Proficiency and Post Program Placement are the two areas of identified performance gaps. Perkins funds will be utilized to address both of these concerns. Post Program Placement will be further addressed in Narrative 11.

Math Proficiency - CTE teachers will begin the process of program approval due in the fall of 2023. CTE teachers will access professional development to ensure that their programs are aligned with the CTE frameworks. CTE teachers can also access professional development (this could involve pairing with a math teacher) to implement strategies to contextualize math concepts within their classrooms.

Post Program Placement - Secondary counselors will be considered for professional development to attend the following events funded with Perkins dollars; ASCA Conference "Post-Secondary Transitions", "Career & Programming", "Col/Career Success Week", "Col/Career Readiness", "Career Development" training, obtaining a guest speaker for Pathways & Careers designed for 9-12th grade students, Minnesota School Counselor Association Conference. This was addressed in Narrative 3.

At the postsecondary level, individuals with economically disadvantaged families and single parents could benefit from additional evidence-based services/supports. With the college's focus on scholarships for graduating seniors, and our local demographics (low-income households, and a higher rate of first-generation students), the college should focus on researching and implementing strategies to increase success and retention of these students. In FY23, the college planned to identify a cross-departmental staff workgroup to review Perkins data. This was not implemented due to staffing shortages. This will be reimplemented for FY24. Professional development funds will be allocated for staff for the following: partner with the System Office to review and analyze all Perkins performance indicators during the fall 2023 semester, identify specific gaps that require attention (Fall 2023), research and identify strategies to help close the gaps (fall 2023), implement strategies for Spring 2024 and measure results.

Additional professional development will be funded for staff to research and implement strategies to increase success and retention of economically disadvantaged students.

In FY23 Non-traditional program enrollment gaps were addressed by implementing on-campus high school visit events, summer enrichment programs, and a CTE marketing campaign. These initiatives will be measured in FY24 and the work will continue to cover areas not addressed in FY24. The work will be supported using Perkins funds.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.
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- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium's formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium's governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your Consortium Governance response below.

The consortium will request technical assistance from state leadership in the following areas;

- Comprehensive priority planning
- Decision making and initiative planning based on consortium needs

Governance

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

Secondary funds will be utilized for the Secondary Perkins Coordinator position (\$8,000), mileage (\$1,000), substitute pay when the coordinator is out of school for Perkins-related business (\$1,000), consortium governance (\$250), and the fiscal host administrative fee (\$2,000).

Secondary Financial Decision Process

In February or March of each year, CTE teachers, counselors and district representatives are sent templates to submit Perkins Expenditure requests for the following fiscal year. These requests are reviewed by the Perkins District representative and then compiled into one document for review for the Perkins Leadership Team. The Perkins Leadership Team meets to review, prioritize and approve Perkins expenditures for the upcoming fiscal year. In FY22, all requests will be due by April 1, 2022. FY24 requests were due on April 1st, 2023. This information needs to be included as part of our grant application for the following year.

Priority Guidelines for Approving Perkins Expenditures:

- Development of new district CTE Programs and Programs of Study
- Priority is given towards the purchase of larger pieces of equipment that would not be able to be purchased at the district level
- High Demand, High Wage, High Skill, Local Market Needs

Review and Approval of Perkins Funding Requests:

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

Postsecondary Financial Decision Process

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

Priority Guidelines for Approving Perkins Expenditures:

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

Postsecondary funds will be used to support Perkins governance and partnerships with secondary schools through regularly scheduled Career Prep Consortium, Perkins Leadership, and Perkins counselor meetings.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

Perkins V, Section 112(c) states that Reserve funding is awarded in order to:

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- 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

Budget your consortium's Reserve funding to support no more than two of the following categories:

- CTE Teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance Gaps
- Development of new programs of study

Please provide the following:

1. Identify category(ies) your consortium will fund and describe the innovations Reserve funding will support.
2. Provide budget details on how Reserve funding will support the innovation or programs of study being developed.
3. What are the expected results of this innovation?
4. How will this strategy continue to be supported after Perkins funds have been expended?

Enter your Reserve Fund response below.

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

One of the focus areas of need identified in our CLNA was the development of additional Career Guidance information for parents and students. Perkins will address this need developing the following strategies, post program placement is also identified as a performance concern. Secondary counselors will participate in a year of planning to review the PPP data and collaborate with one other. Reserve funds will be utilized for career exploration event field trips for students to learn about their options after high school. Mora will be testing out a new career exploration software, Xello, using reserve funds. Our hope is that students are exposed to potential careers as early as possible and begin to focus on that area of interest throughout their high school career.

Funds will also be used to purchase equipment and supplies for developing new programs of study; Health Science, Interior Design, Culinary and Engineering and Technology. Several FCS programs are planning on transitioning their foods program from a home focus model to a culinary arts industry aligned model. There is a start up need for industry grade equipment and support to make this transition happen. The Engineering and Technology is a developing POS that aligns with the new Applied Engineering program at Pine Technical and Community College. The developing programs were submitted for S-R POS in FY23. The consortium will continue to use reserve funds to develop new SR-POS to meet our labor market needs and student interest.

At the postsecondary level, funds will be used support the expansion of the PTCC Summer Academy by purchasing supplies and materials, hiring instructors and broadening the promotion to secondary students, focusing on non-traditional for selected programs,

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

1. Provide career exploration and career development activities through an organized, systematic framework

designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.

- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

Workforce Center Collaboration

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

Note: An in-kind contribution is a non-monetary contribution. An example might be a person's time serving on a board or attending meetings. The estimated cost of this person's time would be listed as "in-kind."

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	1000
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1000
Postsecondary Subtotal	2000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	1000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	7500
Secondary Subtotal	8500
TOTAL	

Perkins-Funded Positions

In the table below, 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. Upload the position description for each individual/position 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.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Laura Wyatt	Secondary Coordinator	Secondary	1004010	100%	\$8000
Robin Johnson	Student Success Coordinator	Postsecondary		25%	25,000
Vacant	Student Success Advisor	Postsecondary		TBD	20,000

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

Position Description

Perkins Secondary Coordinator Job Description.docx.pdf

Position Description

MnSCU Academic Professional - 3 (Student Success Coordinator) 01065543 - Robin Johnson UPDATED.docx

Position Description

MnSCU Academic Professional -2 (Student Success Advisor - Basic Needs)- 01145084 - Catherine Paro UPDATED 2-26-23.docx

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

POSITION DESCRIPTION

Position Description

Additional Documentation

These required documents must be uploaded with your application:

1. **Statement of Assurances Document (Statement of Assurance should be combined and uploaded as one single PDF). ([Download the Statement of Assurances Form](#))**
2. **Combined Secondary and Postsecondary Budget Excel File ([Download the Budget form with instructions](#))**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the Improvement Plan Template](#))**

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statement of Assurances Document (Attached as one large PDF file):

Pine Tech Statement of Assurances.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

FY24_ Combined-Secondary-Postsecondary-Budget - Updated 6-30-2023.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

Combined Inventory.xlsx

Improvement Plan

Improvement-Plan-PTCC 3P1.docx

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

