



FY21 Pine to Prairie/Northland Consortium

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

Submitted by Tom Leuthner

Submitted on 06/09/2020 1:22 PM 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 Consortium 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 Pine to Prairie/Northland Consortium

Total Amount of Award Requested

\$576,809.74

Primary Contact Information

Name

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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.

Northland Community and Technical College
Pine to Prairie Cooperative Center
Ada-Borup Public School Independent School District 2854
Badger Public School Independent School District 676
Bagley Public School Independent School District 162
Clearbrook-Gonvick Public School Independent School District 2311
Climax-Shelly Public School Independent School District 592
Crookston Public School Independent School District 593
East Grand Forks Public Schools Independent School District 595
Fertile-Beltrami Public School Independent School District 599
Fisher Public School Independent School District 600
Fosston Public School Independent School District 0601
Goodridge Public School Independent School District 561
Greenbush-Middle River Public School Independent School District 2683
Grygla Public School Independent School District 447
Kittson County Central Public School Independent School District 2171
Lancaster Public School Independent School District 356
Mahnommen Public School Independent School District 432
Marshall County Central Public School 441
Norman County East Public School Independent School District 2215
Red Lake County Central Public School Independent School District 2906
Red Lake Falls Public School Independent School District 630
Roseau Public Schools Independent School District 682
Stephen-Argyle Public School Independent School District 2856
Thief River Falls (Lincoln High School) Public School Independent School District 564
Tri-County Public School Independent School District 2358
Warren-Alvarado-Oslo Public School Independent School District 2176
Warroad Public School Independent School District 690
Waubun-Ogema Public School Independent School District 435
Win-E-Mac Public School Independent School District 2609

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 CLNA proved to be a wonderful opportunity to work with other regional consortium leaders. It allowed us to gain a deeper understanding of our neighboring consortiums and to learn more about the challenges we face in performing the duties assigned to us. One of the recurring themes was the need for professional development opportunities for teachers, administrators, and counselors as well as updating CTE equipment and learning spaces.

Element #1: Student Performance on Required Performance Indicators

Secondary instructors would like to see more collaboration with other educational partners/and or resources for assistance with individual students, followed by embedded curricular standards for reading, writing, and math. Secondary instructors also felt if the district provided supplemental learning assistance to CTE programs than scores would rise in the areas of reading, writing, and math.

Secondary Administrators feel that CTE courses should embed curriculum standards for reading, writing, and math to help students meet state targets. This is followed up by having collaboration with educational partners and/or resources for assistance with individual students. It's important to note that both instructors and administrators found that collaboration and embedded curriculum standards were most important, the only difference being a reversed order of importance.

Element #2: Program Size, Scope, and Quality to meet the needs of all Students

Student responses indicated a desire to explore all of the CTE career fields. With percentages ranging from 16% on the high end to 12% on the low end. I was surprised to see how close these numbers were and it leads me to believe that students see value in all the CTE career fields. The highest percentage of students were interested in work-based learning at 16% and the lowest percentage was 12% of students interested in health occupations. It's interesting to note that many careers in health occupations are high on our regions list of occupations in demand, yet this was our lowest percentage of student interest. This could be a product of our region having few licensed teachers in the health occupations and therefore students are not getting the same exposure to health occupations that they may be getting in other career fields. The highest percentage of respondents were interested in work-based learning opportunities, unfortunately, opportunities are limited in our region due to a lack of properly licensed teachers.

Element #3: Progress towards Implementation of CTE Programs of Study

Based on the northwest Minnesota DEED labor market information, the greatest potential for programs of study occur in the career field areas of Business Management and Administration, Engineering, Manufacturing and Technology, and Health Science. I was very surprised to see that there were very few occupations in demand in the Agriculture, Food and Natural Resources and Arts, Communications, and Information Systems career fields in our region. The greatest number of careers considered high wages (\$41,749) were found under Engineering, Manufacturing, and Technology Career Field. This is where I see the greatest potential for the creation and implementation of new Programs on Study.

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

Both the secondary instructor and administrator surveys indicate there are limited professional development activities for CTE instructors. To compound this issue, a shortage of substitute teachers has made it difficult for interested teachers to attend scheduled professional development opportunities in our region. It can be difficult for instructors in our region to attend activities that are scheduled in the metro area due to the time constraints of travel.

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

59% of student respondents indicated that scheduling conflicts make it difficult for them to take the CTE classes that interest them. However, 53% of school administrators and 58% of secondary counselors indicate that CTE courses are offered at a time of day that does not conflict with other courses. This discrepancy will need to be addressed.

CTE programs positively influence native American students because students can see the relevance of their learning. Barriers include a lack of transportation for many students. This can make it difficult for students to participate in after school activities as well as participating in after school employment or work-based learning opportunities.

Secondary use of funds section 135 (2) Provides professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals.

At the postsecondary level, the CLNA provided a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in our community. The results of the CLNA will be utilized by the eligible recipients at the postsecondary level.

Secondary use of funds section 135 (2) Provides professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals.

Upload your completed CLNA Framework

Pine to Prairie-Northland CLNA

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.

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

According to the data collected by the DEED Labor Market Information Office, Northwest Minnesota has a number of occupations in demand with the exception of Arts, Communications, and Information Systems, with only Software development falling under this career field. This did not come as a huge surprise as this region of the state is known for its agriculture and manufacturing base.

The DEED job vacancy survey shows the labor market has grown extremely tight in recent years, dropping to a ratio of 1.2 job seekers per vacancy during the second half of 2019. The DEED employment outlook also shows the Northwest planning region is projected to see a 4.2% increase in employment levels over the next decade. In addition to new jobs created, there will be a larger number of exit openings.

When looking at just the number of occupations in demand in our region the top three career fields where, Business Management and Administration followed by Engineering, Manufacturing and Technology and Health Science Technology. When looking at these career fields strictly from a lens of high wage, Health Science Technology is number one followed by Engineering, Manufacturing, and Technology.

An additional area of need identified by the CLNA is an increased opportunity for work-based learning experiences. This has proven to be difficult as very few of our CTE teachers at the secondary level have their work-based learning endorsement. This area of need will be addressed at our monthly administrative meetings where resources will be discussed to help districts and teachers navigate adding work-based learning opportunities. For example, St. Cloud State University has recently been approved to provide online courses in work-based learning which will be an additional resource to meet this demand.

Postsecondary program faculty reported a greater need for inter-institutional college collaborations and enhanced partnerships among their secondary counterparts. Further, program faculty cited a strong desire to explore mentorship opportunities as a means of bolstering CTE pathways for the high school to college transition.

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

We would like to develop a program of study in Manufacturing under the Engineering, Manufacturing, and Technology career field. The Service Cooperative Legislative grant that was awarded late last fall will be bringing CNC router technology to all 28 secondary school districts located in the Pine to Prairie/Northland consortium. These machines will allow students to experience cutting edge technology is not only CNC technology but also in drafting and design in the form of AutoDesk Inventor software as well as Vetric V-Carve software. There is a huge demand in the manufacturing sector for students who understand and can program and run computer-aided CNC machines to produce parts from metals, plastics, or woods. An interesting side note is that many CNC machine owners were asked to help produce protective gear during the COVID-19 pandemic as these machines are easily able to cut parts from the plastics used to create the face shields.

- 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

One of the glaring needs that came out of the CLNA is the need for all stakeholders to have a better understanding of career and technical education and how it's connected to the Carl Perkins legislation. As consortium leaders, we feel it's important to provide professional development opportunities to our stakeholders to provide them with a broader knowledge base of career and technical education as well as the Carl Perkins legislation. These stakeholders would include; administrators, counselors, teachers, parents, students, and other liaison organizations.

At the postsecondary, we will expand career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and the expansion of bridge programs.

- 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.

Pine to Prairie/Northland currently has seven state-recognized programs of study. They include Construction, Plant Systems, Transportation, Health Informatics, Diagnostic Services, Therapeutic Services, and Administrative Support. I would like to create the eighth program of study in manufacturing specifically around project design, use, and programming of CNC machines. Due to our large geographic location, it has proven to be difficult to get all the necessary stakeholders to the table to have the necessary discussions and to review the program of study self-evaluation rubric. The shelter in place directive has forced most of us to perform our duties from home offices and dining room tables. Having remote Zoom meetings has become our new normal. One silver lining to the COVID-19 pandemic is that we're learning to use these technologies to continue with our daily work responsibilities. My hope is it will be easier to perform the necessary program discussions and reviews using this technology to minimize classroom disruptions and to increase stakeholder participation.

Postsecondary partnerships are essential to ensure that high school curricula are aligned with postsecondary entrance standards and that instruction prepares students to meet postsecondary levels of rigor. Teachers and faculty can work together to identify the level of skills and knowledge needed. The consortium will continue to improve the quality of every course and program, to align secondary and postsecondary programs, to ensure a seamless transition from one level to the next, to provide sequenced and non-duplicative coursework, and articulated, dual, and prior learning, where possible.

The consortium will implement the action plan by following the steps outlined in the Action Plan for Element #3 listed below. In addition, secondary regional consortium leaders will continue to meet remotely during the COVID-19 pandemic to complete the items associated with Programs of Study under element #3.

Northland will also support overall consortium goals by continuing development work specifically aligned with secondary partner equipment acquisitions and curriculum. This will include the continued development of competency-based education (CBE) models in Manufacturing, Mechatronics, Electronics, Welding, and Agriculture programs.

As Northland works toward program development, specific needs in distance education will be considered to respond to COVID-19 changes in the workforce. This can include virtual and simulation-based education to compliment the required hands-on proficiency requirements in technical programs of study.

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #3: CTE Programs of Study to meet the needs of all students.

- **Strategy 1:** Professional development for secondary and postsecondary instructors in regards to the consortium state-recognized Programs of Study.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary leadership will be responsible for designing and presenting the information. CTE consortium professionals are responsible to attend and complete the tasks to align with state frameworks.
 - **Start & end dates:** Fall/winter of 2020.
- **Strategy 2:** Improve opportunities for expanding work-based learning.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** The secondary consortium director will schedule visits to successful programs within and outside the consortium and discuss with administrators ways to increase

work-based learning opportunities. Business/industry can assist in providing assurances for student partnerships/placements.

- **Start & end dates:** Fall of 2020 and ongoing.
- **Strategy 3:** Provide and support high-quality professional development opportunities for CTE instructors, administrators, and stakeholders.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership who are responsible for the distribution of funding for professional development will do so in accordance to the two-year Perkins plan.
 - **Start & end dates:** Ongoing
- **Strategy 4:** Equipment purchases for approved programs.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leaders will approve equipment requests that align with the approved two-year Perkins plan. Instructors will use their business and industry advisory partnerships for equipment recommendations.
 - **Start & end dates:** Ongoing

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

Section 135 subpart 2: provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals. Subpart 3: provide withing career and technical education the skills necessary to pursue a career in high-skill, high-wage, or in-demand industry sectors or occupations. Subpart 5: plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increased student achievement of the local level of performance established under section 113.

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.

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.

During our CLNA it was noted there is a deficiency in our stakeholders having a true understanding of career and technical education and its relationship to Perkins V, Strengthening Career and Technical Education for the 21st Century Act. In cooperation with the secondary regional consortium leaders group, we have discussed creating professional development materials to help our counselors gain a broader understanding of CTE and Perkins V. These professional development resources can be shared with all our stakeholders to include our regional workforce development boards and agencies. The director of the Pine to Prairie Cooperative Center will continue to work with our local workforce development board to promote CTE in any way possible. This would include gaining a deeper understanding of the needs of local businesses and industries and to look for ways to improve opportunities for work-based learning opportunities. I will also be encouraging instructors to take full advantage of any opportunities involving professional development around career exploration and career development, industry tours, and postsecondary institution visits. I have also been active in promoting the importance of advisory committee meetings to ensure the curriculum is meeting the needs of the local businesses. My message has been that only good things can come from these meetings and that business leaders have a genuine interest in what students are learning and being exposed to.

At the postsecondary, the consortium has a history of fostering strong partnerships between high schools and postsecondary education. Our programs will be structured to ensure that curriculum and instruction are aligned with postsecondary-level work to provide students with clear pathways to postsecondary education and training.

- 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.

The 2019 Regional Profile for Northwest Minnesota, Economic Development Regions 1, 2, 4, 5 is a valuable document that I plan on sharing with all the stakeholders in the Pine to Prairie/Northland Consortium. It will be interesting to see how the COVID-19 pandemic will impact this data. It will be important for those of us in the education sector to pay special attention to this data to help our economy rebound as efficiently as possible. I feel once this information is shared with the CTE instructors in the Pine to Prairie/Northland consortium they will gain a new and deeper appreciation for career and technical education and its impact on the students we serve. The message I hope to convey will be around the course and curriculum relevance, and skill development that enables students to make informed decisions about their future career ambitions.

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

42% of the secondary counselor respondents indicated that "I know what types of programs fall under CTE, but that is about it." This is a clear gap in the consortium's ability to provide high-quality career guidance and academic counseling. Again, career guidance professional development is a glaring need for the Pine to Prairie/Northland consortium.

Northland will develop a careers exploration course that is specifically suited to needs identified in the CLNA. This career exploration course will partner with secondary educators to align with current student interests and industry partner needs. As a part of the careers exploration program, this project will include a comprehensive information program to directly support counselors in the secondary and post-secondary systems with industry partners.

Additionally, post-secondary counselors will focus their attention on the completion rates of students in CTE programs. Several counselors at Northland have been identified to specifically

look at CTE programs and participating students and ensure that student needs are being met. The goal at Northland is to use intrusive advising and counseling techniques to quickly identify the needs of students and develop individual academic plans where appropriate.

The launch of the newly created competency-based education program model will add more flexibility to student education. Throughout the project period, Northland will group counselors together to specialize in this new teaching modality and evaluate effectiveness. If appropriate, this model will lend itself well to exploration programs since students can complete individual modules of training and experience the classroom. This will be paired with industry partner input to help students understand what each field of study is like once they graduate.

Funding identified for postsecondary personnel will serve to complete the work listed.

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

Section 135 subpart 1: provide career exploration and career development activities.

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.

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).

At the secondary level, I hope to establish a tradition of inviting the program specialists at MDE to the Pine to Prairie Consortium. I started this practice last fall and had a wonderful turnout as well as positive feedback from the participants. The biggest challenge that I see is who ultimately decides what constitutes "rigorous content"? The consortia program of study self-evaluation is a well written and helpful document, but there is still room for ambiguity depending on who is chosen to review the program. This has been especially noticeable in the trades and industry program areas where curriculums and projects can vary greatly. Again, the CLNA indicates there is a strong need and a desire among instructors and administrators for high-quality CTE courses and curriculum. What's needed is high-quality professional development for the instructors which in turn can then deliver this knowledge to the students to help with their technical skill development. Technical skill development usually requires the use of modern tools and equipment. During my years as a classroom instructor, it was always difficult to have the financial resources to purchase high-quality industry-specific tools and equipment. During the early years of my teaching career, I would often settle for less expensive imported tools and equipment to try and stretch my budget. I learned quickly that these tools simply did not last! The best practice was to find ways to purchase more expensive high-quality tools and equipment that were built to last and had great customer support. Soon after I started this practice, I noticed the students also had a higher regard for these tools and equipment and therefore respected and took better care of them for future classes to enjoy. In a nutshell, it's extremely difficult to teach relevant, rigorous content in ill-equipped labs with marginal tools and machines. I will continue to encourage my consortium teachers and administrators to request tools and equipment that are of high quality and meet (as close as possible) industry-specific requirements.

Another successful program has been MCIS which allows career and technical education students the ability to research a wide variety of career options. The site has proven to be extremely successful for a majority of the Pine to Prairie secondary districts. The Pine to Prairie/Northland consortium would also like to continue to offer technical skill assessments to those districts that prefer to use them.

Of equal importance is the improvement of academic skills in CTE courses. This can be attained by providing professional development opportunities for CTE instructors on methods of instruction to address the integration of reading, writing, and mathematics into the course curriculum. Our monthly regional consortium leader's meetings will provide a unique opportunity to address this at the regional level as we can pool our resources to create impactful professional development for our CTE instructors as it pertains to academic skill attainment.

High-quality postsecondary CTE programs and pathways ensure that coursework is simultaneously aligned to rigorous academic standards and postsecondary expectations and informed by and built to address the skills needed in specific career pathways.

Northland will develop a listening body of educators and participating students to allow for a continuous improvement process while implementing the careers exploration program. This program will include classroom time in the college environment, mentoring programs to align with industry input, and professional development to better prepare students for the future in front of them as they pursue a career in the technology industry.

Northland has recently completely reformed the Institutional Learning Outcomes to better evaluate Liberal Arts and CTE programming alike. Over the past year, several workgroups and sessions have been held with students and faculty to evaluate and reform the ILOs. The newly implemented ILOs were designed to focus on CTE program outcomes and evaluate student requirements with a technical focus. These new ILOs can be found here: http://www.northlandcollege.edu/about-northland/_docs/northland_institutional_learner_outcomes_fy20.pdf

These new ILOs will now be evaluated against student success metrics during the grant period. Input from industry

program advisory groups and student feedback will be collected to gauge success.

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

Section 135, subpart (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increased student achievement of the local levels of performance established under section 113 which may include-

(D) appropriate equipment, technology, and instructional materials aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials.

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.

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.

The Director sits on the Youth Committee in conjunction with the Minnesota Department of Employment and Economic Development, Employment and Training Programs, Office of Youth Development. This experience has allowed me the opportunity to learn more about the programs that are in place to help students of special populations to include:

- 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 described in section 725 of the McKinney-Vento Homeless Assistance Act
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

Some outreach to school activities include:

- Providing information to individuals and groups regarding occupations and industries in demand and with the highest growth throughout the region using current labor market information, including providing opportunities for students to directly experience occupations through job shadowing, mentoring, and business tours.
- Providing workshops to classes on planning for post-secondary training, including accessing financial aid and selecting an appropriate program, as well as other career planning topics such as goal setting and navigating business culture. Providing opportunities to interact with local business and industry including tours, organizing business and industry speaker panels, job shadowing, and mentoring.
- Providing individual counseling and career exploration including career assessments, resume preparation and job search assistance, and mock interviews.
- Tours of CareerForce locations and information about the resources available and how to access and utilize

the resources.

- Connections to community and private sector resources through a local career fair, career event, and tours of businesses in strategic industries.
- Group and individual counseling including instruction and presentations on ISEEK, labor market information, and strategic industries and demand occupations.

Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations include:

- Providing programs that are designed to enable special populations to meet the local levels of performance.
- Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.
- There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

NWPIC and ICCC continue to enhance strong partnerships to assist with outreach and recruitment in our region. Partnerships currently include:

- School districts including, administrators, counselors, maintenance, and teaching staff including special education teachers.
- Workforce Center/DEED staff including Vocational Rehabilitation
- Alternative Learning Centers in Roseau, Crookston and Thief River Falls
- Adult Basic Education providers and GED instructors in the service area
- Local Community College Financial Aid and Student Success Coordinator staff
- County Social Services
- Foster parents
- Foster parent support groups
- Probation agencies
- City Offices
- ICCC Programs
- Guardian ad litem Programs/Support Groups
- Past participants and their families/friends

With WIOA placing priority on the out-of-school youth, services to in-school youth are limited. By collaborating with schools, the Inter-County Community Council's focus is to identify those who are most at-risk of dropping out. Recruitment and outreach activities will continue to build stronger relationships with local schools and in-school youth. These actions will include:

- Strengthened connections with school districts in the service area, including Alternative Learning Centers to educate and inform school staff about WIOA programs with an emphasis on guidance counselors, social workers' and special education teachers, to ensure program information is available to students most "at risk."
- Encourage present and past participants to share program information with their friends and family members.
- Participate in community events such as career expos, including the Northern Valley Career Expo, as well as other community outreach events in the service area.
- Establish regular contact with county employment services staff in the area to determine if they have any clients or any client's family members who may benefit from youth services. This includes working with county social services and other agencies that serve "at-risk", youth and their families such as food shelves, mental health services, homeless youth, and domestic violence advocates identifying youth that

could benefit from services.

The Pine to Prairie Director will continue to promote CTE and share methods of effective practice for special populations as well as non-traditional students at all monthly Administrative meetings and counselors' meetings.

The consortium will implement the action plan by following the steps outlined in the Action Plan for Element #5 listed below.

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #5 **Progress towards equal access to CTE programs for all students.**

- **Strategy 1:** Formal analysis on participation rates of students in career and technical programs at the secondary level, and subsequent action plan based on the results.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary director will gather student information in regards to barriers to access to career and technical education courses.
 - **Start & end dates:** Fall of 2020, ongoing.
- **Strategy 2:** Engage with regional alternative learning centers in exploring the expansion of access to career and technical education programs for ALC students.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leadership along with relevant secondary and postsecondary instructors will work with ALC leadership to explore programmatic options.
 - **Start & end dates:** Ongoing.
- **Strategy 3:** Formal analysis of persistency and completion rates for CTE students who are classified as special populations.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leadership will gather relevant data for assessment and will provide recommendations for remediation.
 - **Start & end dates:** Ongoing.

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

Section 135 subpart 2: provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals which may include- (E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs. (G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities. (H) training teachers, faculty, specialized instructional support personnel, career guidance, and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support. Subpart 3: provide within the career and technical education the skills necessary to pursue a career in high-skill, high-wage, or in-demand industry sectors or occupations. Subpart 5: plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increased student achievement of the local level of performance established under section 113.

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.

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.

Currently, 25% of the Districts in the Pine to Prairie Consortium have opportunities for students to participate in work-based learning opportunities. The fact that we have few properly licensed work-based learning coordinators has contributed to this low number. With that being said, Fosston continues to offer school to work opportunities for their students. This has proven to be a great experience for students as many local businesses have participated. Examples include Essentia Health, the city of Fosston, Stenberg Welding and Fabricating, Bethel Assembly, Integrated Process Solutions, Millers Building Center, NAPA, LePiers Inc., Shear Magic Salon, and Cornerstone Residence Extended Care Nursing home facility. Bagley school has partnered with TEAM Industries to provide internship opportunities for 4-6 students per school year. Fosston High school was in the process of meeting with TEAM Industries as well to pursue a similar opportunity for their students. Unfortunately, the COVID-19 outbreak has put the program on hold. There is a tremendous opportunity for students in the region to participate in school to work opportunities. The challenge does not lie in finding willing business partners. The challenge lies in finding teachers with the right licensure and qualifications. I will continue to encourage my teachers to obtain their teacher/coordinator for work-based learning licensure, but ultimately the choice will be theirs. One possible solution which will be discussed at our monthly administrative meetings is the opportunity to explore out of field permissions with the Minnesota Department of Education. It's my understanding the St. Cloud State University has developed an online option for obtaining this licensure endorsement which will be discussed as well. It is also important to note that many of our rural districts do not have viable local businesses available for work-based learning experiences therefore we must get creative and replicate these experiences as best as we can in the classroom.

The postsecondary recognizes the importance of a broad spectrum of work-based learning programs to foster career exploration, the development of competencies highly valued in the economy, and opportunities to earn to learn. These programs may include registered apprenticeships, internships, co-ops, project-based curricula, and many more similar opportunities.

Northland will coordinate deliberate conversations between postsecondary faculty at Northland and industry partners to explore work-based learning opportunities. The primary goal will be to expand opportunities and increase access to students in order to provide meaningful learning experiences that advance their education.

Northland will also explore and evaluate WBL opportunities offered elsewhere in Minnesota to identify best practices. Once identified, techniques to offer additional opportunities for professional development to secondary and postsecondary faculty will be developed.

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

Section 135 subpart (5) plan and carry our elements that support the implementation of career and technical education programs and programs of study and that result in increased student achievement of the local levels of performance established under section 113 which may include- (E) a continuum of work-based learning opportunities, including simulated work environments.

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.

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.

Online College in the High School has provided students as low as the 10th grade with opportunities for postsecondary credit in specific CTE career fields to include Health Science Technology, Agriculture, Food and Natural Resources, Arts, Communications and Information Systems, Human Services, Engineering, Manufacturing and Technology, and Business Management and Administration. Fosston and Thief River Falls have articulation agreements in place with Northland Community and Technical College in the Health Science career field. These opportunities allow students to receive credit at Northland for two introductory courses in medical terminology and CPR, first aid. One of my goals for this year is to see if there are any opportunities to provide articulation agreements in the construction program of study. Many of the schools in our consortium offer courses in this pathway and I feel there may be opportunities that we could pursue.

As ongoing educational requirements are assessed, and current issues related to COVID-19 are realized, Northland has focused much of the program development resources on distance education. This focus has realized an increase in College in the High School programming and other offerings to secondary educators and students. Northland will continue to expand offerings in Mechatronics, Agriculture, and other programs as needs are identified.

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

Section 135, subpart (4) supports the integration of academic skills into a career and technical education program and programs of study to support-(B) CTE participants at the postsecondary level in achieving academic skills. Subpart (5) plan and carry out elements that support the implementation of career and technical education programs and program of study and that result in increased student achievement of the local levels of performance established under section 113, which may include-(I) expanding opportunities for students to participate in distance career and technical education and blended-learning programs.

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.

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 paraprofessionals, 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.

Finding properly licensed CTE teachers is becoming more and more difficult in our consortium. We have several teachers who are currently teaching with outfield permissions. I keep a detailed directory of all my CTE instructors and I notify principals and superintendents when they have teachers who are due for renewal. I also keep them informed of alternative teacher licensure programs like the one started by Lakes Country Service Cooperative Center. I have also worked directly with my instructors on the portfolio process of obtaining a CTE teaching license. I recommend any and all professional development opportunities as they become available. The one program that seems to have the most success is a grow your own initiative where you try and attract local community members to become teachers. We will also continue to explore providing alternative certification options for well-qualified industry experts to become CTE teachers. During our CLNA there was a recurring theme of the need and desire for professional development among administrators, counselors, and teachers. As regional secondary consortium leaders, we recognize the opportunity to provide a variety of training on all things CTE to our stakeholders. I look forward to meeting that challenge with this wonderful group of dedicated professionals. I also see this as an opportunity to create similar workgroups statewide and to share the resources that are developed.

While the Pine to Prairie consortium is well-positioned to tackle teacher training, support is still necessary. The rate of teacher/faculty of color in the consortium is abysmal in comparison to students of color, and the history of tackling the issue at the teacher preparation end is not sufficient. A whole systems approach to assuring students of color have positive experiences at school is integral to having any level of candidates to a diverse teacher/faculty workforce in our region.

The consortium will implement the action plan by following the steps outlined in the Action Plan for Element #4 listed below.

Northland has invested significant resources in finding ways to increase access to educational professionals in various industries with emerging technology and training needs. Summer Camps, Educator Workshops, and direct support to students to realize the opportunities that exist in technical education, have been used to further increase access for students and push them into pathways that lead to successful careers in technical industries. Northland will continue to support ongoing efforts to develop all stakeholders participating in CTE training, and align efforts made.

Northland will coordinate activities listed in other sections of this proposal in order to successfully align the careers exploration program with the educator workshop framework.

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #4: Improving recruitment, retention, and training of CTE professionals, including underrepresented groups.

- **Strategy 1:** Continue to proactively search for quality professional development opportunities for the CTE teachers in the Pine to Prairie/Northland Consortium.

- **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):**

Request 100% attendance of CTE teachers to attend scheduled professional development opportunities. Inform district administrators about scheduled activities to allow for planning purposes as it relates to finding substitute teachers.

- **Start & end dates:** Fall of 2020, ongoing.
- **Strategy 2:** Continue to support and recommend portfolio submission and alternative teacher preparation through PELSB and Lakes Country Service Cooperative.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary Director will continue to work with district administrators to find solutions to CTE licensure.
 - **Start & end dates:** Ongoing.
- **Strategy 3:** Develop a framework for Educator Workshops focused on CTE professional development in collaboration with secondary and post-secondary educators. This framework will leverage interested CTE professionals in education and industry in order to provide a comprehensive Mentor/Mentee relationship.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Administration at Northland will work with the P2P network and stakeholders to establish a framework and implement program.
 - **Start & end dates:** Ongoing.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported. Section 135, subpart (2) provides professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors, or paraprofessionals. Subpart (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increased student achievement of the local levels of performance established under section 113, which may include- (G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance, and academic counselors and paraprofessionals.

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.

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.

The secondary consortium director has monthly administrative meetings with principals and superintendents. During these meetings consortium levels of performance are shared and discussed. If the data shows a district doing particularly well, that district is asked to share what strategies they have put in place that are contributing to their success. I have also started to offer yearly networking meetings with all my CTE teacher groups to include: Trades and Industry, Agriculture, Business Administration, FCS, and Health. These meetings are often joined by program specialists from MDE which I greatly appreciate as they are able to meet directly with my instructors to help them navigate all things related to career and technical education and how they relate to the Perkins law. I also schedule at least two site visits to each of the consortiums school districts to meet one-on-one with teachers, administrators, counselors, bookkeepers, and MARSS reporters. I use these meetings as an opportunity to review their course schedules and compare them to the program approval spreadsheet for accuracy. It's my hope that these meetings help to reinforce the importance of career and technical education among stakeholders and they realize that there are supports put in place to help gather accurate student data. In the process of gathering data for the CLNA, I realize there is the opportunity for consortium and state leadership to provide additional professional development in ways to gather, disseminate and leverage data to help promote meaningful change.

Northland has implemented several programs designed to identify and close the gaps in student success. Funding in this area will be applied toward the deliberate focus of gap analysis and measures needed to ensure student success. All resources used in this proposal will be measured against the progress made by students, educators, and industry stakeholders.

One such comprehensive report Northland is using as a baseline to identify next steps is a quality initiative conducted in support of HLC requirements. The report can be found here: https://www.northlandcollege.edu/about-northland/institutional-research/college-reports/_docs/NCTC-HLC-Quality-Initiative-Report-2018.pdf Identified next steps include the development of online advising, increased access to open educational resources, and closed captioning focused on distance and hybrid delivered courses.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported. Section 135, subpart (5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increased student achievement of the local levels of performance established under section 113 which may include-(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields.

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
 - o Of these 6 programs of study, a minimum of 4 career fields must be represented
 - o 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.

Consortium Governance Narrative

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.**

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
 - o Of these 6 programs of study, a minimum of 4 career fields must be represented
 - o 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)

The Pine to Prairie/Northland consortium is composed of 28 participating secondary schools and is partnered with Northland Community and Technical College with campuses located in Thief River Falls and East Grand Forks. The Pine to Prairie Cooperative Center has a board made up of members from participating districts that meet minimally on a quarterly basis and more often if necessary. Pine to Prairie also has an executive board that consists of three superintendents, one of which who serves as the supervising superintendent. The purpose of the executive board is to make timely decisions between board meetings.

As noted above, the director meets monthly with superintendents and principals to discuss all things related to career and technical education and its relationship to the Perkins law and the findings of the CLNA. Leadership teams from Northland Community and Technical College will also attend to share and discuss any relevant information pertaining to the Perkins Act and how it impacts our consortium. These meetings are also used to discuss and make timely decisions in regard to the purchase of equipment and supplies. Prior year purchases are reviewed to ensure fair and equitable use of funds among all participating districts. These meetings have traditionally been done in person, but there is a strong possibility that they will switch to a Zoom meeting format for the coming school year.

Monthly meetings between Northland and P2P will also be held to evaluate the current project outcomes and deliverables. These meetings will give an additional opportunity to discuss any changes needed for the current project year to enhance outcomes.

Strategies/Action Steps

Determine the Strategies/Action Steps to Reach the Goal of Element #2: Program Size, Scope, and Quality to meet the needs of all students.

- **Strategy 1:** Professional development opportunities will be provided to keep secondary and postsecondary instructors informed of the requirement of the Perkins legislation.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** The regional secondary and postsecondary leaders will continue to meet with one goal being the development of professional development around a greater understanding of Perkins.
 - **Start & end dates:** Hopefully start in the fall of 2020 depending on the COVID-19 pandemic. Training will be ongoing as personnel changes in the consortium occur.
- **Strategy 2:** Continue with the practice of offering regional consortium meetings with CTE teachers.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leadership will develop and present professional development to CTE instructors as well as any interested business and industry partners.
 - **Start & end dates:** Fall of 2020 and ongoing thereafter.
- **Strategy 3:** Support high-quality professional development opportunities for CTE stakeholders.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and Postsecondary consortium leadership who are responsible for the distribution of funding for professional development will do so in accordance to the two-year Perkins plan.
 - **Start & end dates:** Ongoing
- **Strategy 4:** Equipment purchases for approved programs.
 - **Roles/Responsibilities (List the roles and responsibilities for K-12, Business/Industry, Postsecondary, Workforce Development):** Secondary and postsecondary consortium leaders will approve equipment requests that align with the approved two-year Perkins plan. Instructors will use their business and industry advisory partnerships for equipment recommendations.
 - **Start & end dates:** Fall of 2020 and ongoing.

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.

Reserve Funds Narrative

Describe your consortium's proposed use of reserve funds in compliance with Perkins V, Section 135. Include budget details in your description.

One of the best things to come out of the CLNA was the formation of the regional consortium leaders' group. Being able to work collectively on this document helped us all gain a deeper understanding of the strengths and weaknesses of our unique consortiums. A recurring theme in the CLNA was the need for professional development opportunities. By continuing to work collectively I feel we have a wonderful opportunity to fulfill some of the professional development that our stakeholders so desperately need. These meetings have been so impactful I would highly encourage the state leadership to promote this model to all consortia leaders.

The legislative service cooperative CTE grant is going to provide a wonderful opportunity to bring CNC machine technology to all the secondary districts in the northwest region of the state. This should provide an opportunity to develop a program of study in manufacturing careers as there are very few products being developed today that do not require the use of computer-controlled machines. With the advent of CNC technology, the line between a traditional construction finishing careers course and a manufacturing careers course has become blurry. The machine operator is responsible for understanding the specific limitations of the machine and the cutting tool is used in relation to the material being cut. Having a solid understanding of feed rates and speeds of the machine and cutting tools is critical. In other words, understanding the machining process is much more important than the type of material being cut, and therefore this type of machine could and should be used for a wide variety of programs and courses, lending itself equally to the development of programs of study in construction and manufacturing careers as well as computer-aided drafting and design careers. With this in mind, I would like to use my reserve funds to further impact our region with CNC technology in the form of CNC plasma cutters. These machines can typically cost in excess of \$15,000.00, but when high-quality tools are purchased, they tend to have a much longer lifespan than a cheap imported tool. In addition to the tool purchase, I would also like to offer professional development opportunities to agriculture, manufacturing, and construction career instructors to fully reach the potential of these machines which will, in turn, impact the students we serve.

As the world slowly recovers from the COVID-19 pandemic, there will be many opportunities for innovative solutions to problems associated with whatever our new "normal" will look like. These innovations will require us as consortium leaders to be very proactive and provide the support, resources, and guidance necessary to help our critical thinking, creative problem-solving students and teachers meet these demands head-on. Because of the rapid rate of innovation, it can be difficult to know what the future will bring which makes it difficult to know where to allocate resources. We plan to continue our practice of being proactive to the needs of our consortium.

For funds budgeted under this item, describe which use(s) of funds in section 135 of Perkins V is/are supported. Section 135, subpart (2) provides professional development opportunities for teachers. Subpart (3) provide within the career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

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
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
Postsecondary Subtotal	0
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	1000.00
Secondary Subtotal	1000.00
TOTAL	1000.00

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
Rotimi Lamikanra	Grants Support Officer	Postsecondary		26	15,500
Tom Leuthner	Director Pine to Prairie Cooperative Center	Secondary	333751	100	82,000
Tanya Monson-Ek	Bookkeeper	Secondary		100	6,000
Shelley Cervantes	Counselor	Postsecondary		55	45,123.78
Ethan Peterson	College Lab Assistant 2	Postsecondary		60	2,356.25
Jennifer Borsvold	College Lab Assistant 2	Postsecondary		60	42,808.16
Diane Dahle	College Lab Assistant 1	Postsecondary		40	3,110.16
Cory Floden	College Lab Assistant 2	Postsecondary		65	25,553.14
Dewitt Johnson	College Lab Assistant 2	Postsecondary		50	22,907.95
Shelby Frazer	College Lab Assistant 2	Postsecondary		40	3,506.59

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

PINE TO PRAIRIE JOB DESCRIPTION (Updated 2019)

Position Description

Pine to Prairie Bookkeeper Job Description

Position Description

Management Analyst II - Lamikanra, Rotimi

Position Description

CLA 2 - Borsvold, Jennifer

Position Description

CLA 1 - Dahle, Diane

Position Description

CLA 2 - Floden, Cory

Position Description

CLA 2 - Johnson, Dewitt

Position Description

CLA 2 - Frazer, Shelby Temp Nursing Tutor

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.

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.

Badger 171000

Bagley 171000

Clearbrook-Gonvick 171000

Crookston 171000

East Grand Forks 171000

Fertile-Beltrami 171000

Fosston 171000

Goodridge 171000

Greenbush-Middle River 171000

Grygla 171000

Kittson County Central 171000

Lancaster 171000

Mahnomen 171000

Marshall County Central 171000

Norman County East 171000

Red Lake County Central 171000

Red Lake Falls 171000

Roseau 171000

Stephen-Argyle 171000

Thief River Falls 171000

Tri-County 171000

Warroad 171000

Win-E-Mac 171000

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.

Northland Community and Technical College

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 Exams Carpentry		
Work-based Learning	House Building Project		
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 Diploma	Electrical Diploma	Plumbing Diploma
Work-based Learning	House Building Project		
Licensure			
Certification			
Industry-Recognized Credential	NOCTI Carpentry	NOCTI Electrical Construction	NOCTI Plumbing

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")

Course Syllabi (Secondary)

Course Outlines (Post-Secondary)

Student built house project.

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")

Active advisory committees.

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")

Minnesota Department of Education Program Approval

Minnesota Department of Education Table C (Secondary)

Advisory committee meeting minutes are kept on file.

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")

<http://www.northlandcollege.edu/about-northland/accreditation/>

Northland Community and Technical College is accredited by the Higher Learning Commission. Accreditation documents can be provided on request.

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")

Equipment requests are reviewed and eligible items are purchased with Perkins funds.
Reference secondary inventory attachment.

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 construct a home on site which is inspected by the state of Minnesota Department of Labor and Industry.

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")

Comprehensive Local Needs Assessment, Labor Market Data Analysis, Reference the DEED report for occupations in demand.

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.

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.

Ada-Borup 019901

Clearbrook-Gonvick 019901

Climax-Shelly 019901

Fertile-Beltrami 019901

Fisher 019901

Mahnomen 019901

Thief River Falls 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.

Northland Community and Technical College

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 Exams Plant Science		
Work-based Learning	Student Projects align to Workforce Expectations		
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	Farm Operations Management		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	Minnesota Department of Agriculture Non-commercial Pesticide Applicator		

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")

Course standards review was disrupted by the COVID-19 pandemic. This work will be rescheduled in 2020-2021.

Course syllabi (Secondary)

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")

Active advisory committee.

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")

Active advisory committee as well as FFA student organization.

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

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")

<http://www.northlandcollege.edu/about-northland/accreditation/>

Northland Community and Technical College is accredited by the Higher Learning Commission. Accreditation documents can be provided on request.

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")

Equipment needs are reviewed and if appropriate are purchased with Perkins funds.

Reference secondary equipment inventory.

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 projects are aligned to workforce expectations.

Work-Based Learning programs where applicable.

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")

Comprehensive Local Needs Assessment, Labor Market Data Analysis , DEED data regional profile for projected growth.

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.

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.

Ada-Borup 170302

Clearbrook-Gonvick 170302

Fosston 170302

Mahnomen 170302

Warren-Alvarado-Oslo 170302

Waubun-Ogema 170302

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.

Northland Community and Technical College

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 Exams		
Work-based Learning	Internship NAPA		
Licensure			

Certification			
Industry-Recognized Credential	NOCTI Automotive Technician		

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	Auto Service Technician (Diploma or AAS)	Aviation Maintenance Technology	
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	Automotive Service Technology Engine Performance	FAA Pre Employment Exams	

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")

Program review was disrupted by the COVID-19 pandemic. This review will be completed in 2020-2021.

Course Syllabi (Secondary)

Course Outlines (Postsecondary)

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")

Active advisory committee.

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")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

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")

<http://www.northlandcollege.edu/about-northland/accreditation/>

Northland Community and Technical College is accredited by the Higher Learning Commission. Accreditation documents can be provided on request.

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")

Equipment requests are reviewed and if appropriate purchased with Perkins funds.

Reference Secondary Equipment Inventory.

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 work on automobiles with industry standard tools and equipment.

Work-Based Learning where applicable.

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")

Comprehensive Local Needs Assessment, Labor Market Data Analysis, DEED report on occupations in demand.

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.

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

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.

Fosston High School 070300

Roseau High School 070300

Thief River Falls High School 070300

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.

Northland Community and Technical College

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 Exams		
Work-based Learning	Job Shadowing		
Licensure			
Certification			
Industry-Recognized Credential	NOCTI Health Care Core Curriculum		

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	Medical Coding Specialist AAS		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	American Association of Professional Coders Certified Professional Coders		

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")

- Course standards were reviewed with Northland Dean.
- Course syllabi (Secondary)
- Course outlines (Postsecondary)

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")

- Active advisory committee.

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")

Articulation agreement with Northland Community and Technical College.

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

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")

<http://www.northlandcollege.edu/about-northland/accreditation/>

Northland Community and Technical College is accredited by the Higher Learning Commission. Accreditation documents can be provided on request.

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")

Equipment needs are reviewed and if appropriate are purchased with Perkins funds.

Reference Secondary Equipment Inventory.

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")

Where appropriate students are able to experinece real-world work experience in the community.

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")

Comprehensive Local Needs Assessment, Labor Market Data Analysis, Based on the DEED report, there is a high demand for Health Occupations.

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.

Health Science Technology

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

Diagnostic 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.

Fosston High School 070300

Roseau High School 070300

Thief River Falls High School 070300

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.

Northland Community and Technical College

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 Exams		
Work-based Learning	Job Shadowing		
Licensure			
Certification			
Industry-Recognized Credential	NOCTI Health Care Core Curriculum		

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	Radiologic Technology AAS		
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential	American Registry of Radiologic Technologists Examination		

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")

Course standards are reviewed by the Dean at Northland Community and Technical College.

Course Syllabi (Secondary)

Course Outlines (Postsecondary)

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")

Active advisory committee.

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")

Classes are articulated with Northland Community and Technical College.

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

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")

<http://www.northlandcollege.edu/about-northland/accreditation/>

Northland Community and Technical College is accredited by the Higher Learning Commission. Accreditation documents can be provided on request.

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")

Equipment requests are reviewed and in appropriate Perkins funds are used.

Reference Secondary Equipment Inventory.

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 are encouraged to participate in work-based learning opportunities that are offered in the community.

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")

Comprehensive Local Needs Assessment, Labor Market Data Analysis, DEED report shows a high need for Health Care professionals.

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.

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

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.

Fosston High School 070300

Roseau High School 070300

Thief River Falls High School 070300

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.

Northland Community and Technical College

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	NOCTI Health Care Core Curriculum		
Work-based Learning	Job Shadowing		
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/AS Ad Nursing RN, Respiratory Tech, Surgical Tech, Occupational Therapy Asst. Pharmacy Tech	Diplomas Pharmacy Tech, Licensed Practical Nurse	Certificates Nursing Assistant
Work-based Learning			
Licensure			
Certification			
Industry-Recognized Credential			

Other Assessments (only if not previously listed):

- National Council Licensure Exam for Registered Nurses
- National Board Respiratory Therapist Tech Exam
- National Board Certified Surgical Technologist
- MN Department of Health Nursing Assistant Training and Competency Evaluation
- National Board Certification for Occupational Therapy/Occupational Therapy Assistant
- Pearson Vue Test Center Pharmacy Technician Certification Exam

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")

- Course standards are reviewed by the Dean at Northland Community and Technical College.
- Course Syllabi (Secondary)
- Course Outlines (Postsecondary)

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")

Active advisory committee.

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")

Secondary courses are reviewed yearly with Northland Dean.

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

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")

<http://www.northlandcollege.edu/about-northland/accreditation/>

Northland Community and Technical College is accredited by the Higher Learning Commission. Accreditation documents can be provided on request.

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")

Equipment requests are reviewed and if appropriate purchased with Perkins Funds.

Reference Secondary Equipment Inventory.

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 are encouraged to participate in regional work-based learning opportunities.

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")

Comprehensive Local Needs Assessment, Labor Market Data Analysis, DEED report shows a high need for Therapeutic services.

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.

Business, Management, & Administration

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

Administrative Support

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.

Ada-Borup 140710

Badger 140710

Bagley 140710

East Grand Forks 140710

Fertile-Beltrami 140710

Fisher 140710

Fosston 140710

Goodridge 140710

Grygla 140710

Kittson County Central 140710

Mahnomen 140710

Norman County East 140710

Roseau 140710

Stephen-Argyle 140710

Thief River Falls 140710

Warren-Alvarado-Oslo 140710

Warroad 140710

Waubun-Ogema 140710

Win-E-Mac 140710

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.

Northland Community and Technical College

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	NOCTI Admin Assistant		
Work-based Learning	Internship		
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	Administrative Support Occupations	Administrative Assistant	
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")

Courses Syllabi (Secondary)

Course Outline (Postsecondary)

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")

Active advisory committee.

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")

Minnesota Department of Education Table C (Secondary)

Minnesota Department of Education Program Approval

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")

<http://www.northlandcollege.edu/about-northland/accreditation/>

Northland Community and Technical College is accredited by the Higher Learning Commission. Accreditation documents can be provided on request.

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")

Equipment requests are reviewed and if appropriate, Perkins funds are used.

Reference Secondary Equipment Inventory.

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 are encouraged to participate in work-based learning opportunities.

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")

Comprehensive Local Needs Assessment, Labor Market and Data Analysis, DEED data report shows a high need for administrative support professions.

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):

Statement of Assurances 2020-2021

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet (1)

Consortium Consolidated Equipment Inventory

C.P. EQUIPMENT LOG 19-20 Perkins Application 20-21

Additional Material

Pine to Prairie Application Checklist FY21-22

Additional Material

Pine to Prairie

Additional Material:

PtoP POS

Additional Material:

Additional Material:

Additional Material:

Additional Material

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
B) Narrative 2: Programs of Study		
b. Secondary Non-Personnel	\$6,000.00	\$6,000.00
f. Postsecondary Non-Personnel	\$11,300.00	\$11,300.00
g. Postsecondary Equipment	\$18,646.04	\$18,646.04
Secondary Equipment	\$70,874.14	\$70,874.14
Subtotal	\$106,820.18	\$106,820.18
C) Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies		
Postsecondary Personnel	\$45,123.79	\$45,123.79
Subtotal	\$45,123.79	\$45,123.79
D) Narrative 4: Integrated Academic and Technical Skills		
Secondary Non-Personnel	\$25,000.00	\$25,000.00
Subtotal	\$25,000.00	\$25,000.00
E) Narrative 5: Special Populations		
e. Postsecondary Personnel	\$100,242.25	\$100,242.25
Secondary Non-Personnel	\$1,000.00	\$1,000.00
Subtotal	\$101,242.25	\$101,242.25
F) Narrative 6: Work-based Learning		
e. Postsecondary Personnel	\$7,500.00	\$7,500.00
Secondary Non-Personnel	\$1,000.00	\$1,000.00
Subtotal	\$8,500.00	\$8,500.00
G) Narrative 7: Early College		
Secondary Non-Personnel	\$1,000.00	\$1,000.00
Subtotal	\$1,000.00	\$1,000.00
H) Narrative 8: Support to Professionals		
Secondary Non-Personnel	\$3,000.00	\$3,000.00
Subtotal	\$3,000.00	\$3,000.00
I) Narrative 9: Performance Gaps		
e. Postsecondary Personnel	\$11,500.00	\$11,500.00
Subtotal	\$11,500.00	\$11,500.00
J) Narrative 10: Consortium Governance		

	Grant Funded	Total Budgeted
e. Postsecondary Personnel	\$15,500.00	\$15,500.00
h. Postsecondary Admin (5% max)	\$11,042.75	\$11,042.75
Secondary Admin (5% max)	\$8,075.66	\$8,075.66
Secondary Non-Personnel	\$500.00	\$500.00
Secondary Personnel (Salary and Benefits)	\$45,063.33	\$45,063.33
Subtotal	\$80,181.74	\$80,181.74
K) Narrative 11: Reserve Funds		
e. Postsecondary Personnel	\$35,800.00	\$35,800.00
f. Postsecondary Non-Personnel	\$12,365.25	\$12,365.25
g. Postsecondary Equipment	\$44,194.60	\$44,194.60
h. Postsecondary Admin (5% max)	\$4,861.04	\$4,861.04
Secondary Admin (5% max)	\$4,861.04	\$4,861.04
Secondary Equipment	\$55,000.00	\$55,000.00
Secondary Non-Personnel	\$7,359.85	\$7,359.85
Secondary Personnel (Salary and Benefits)	\$30,000.00	\$30,000.00
Subtotal	\$194,441.78	\$194,441.78
Total Proposed Cost	\$576,809.74	\$576,809.74

Proposed Budget Narrative

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)

b. Secondary Non-Personnel

Programs of Study work sessions.

Secondary Equipment

Purchase Industry recognized equipment

f. Postsecondary Non-Personnel

Supplies needed to implement the exploration of CBE, virtual presence and distance delivery education which will supplement hands on requirements.

g. Postsecondary Equipment

Equipment needed to implement CBE, virtual presence, and distance delivery curriculum that will supplement hands on requirements.

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)

Postsecondary Personnel

Counselor and Student Services

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)

Secondary Non-Personnel

Support Career Investigation and Technical Skill Assessments

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)

Secondary Non-Personnel

Formal analysis on participation rates of students in CTE.

e. Postsecondary Personnel

College Lab Assistants, tutor services, and other student support services

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)

Secondary Non-Personnel

Explore, support, and expand authentic work-based learning opportunities.

e. Postsecondary Personnel

Faculty Curriculum Development

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)

Secondary Non-Personnel

Study and support the expansion of articulation agreements.

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)

Secondary Non-Personnel

Support high quality professional development opportunities for CTE instructors and professionals.

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)

e. Postsecondary Personnel

Coordination of Perkins funding and alignment to Northland's Equity and Inclusion Plan in order to ensure student success gaps are identified and resolved.

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 Personnel (Salary and Benefits)

Secondary Consortium Coordination and Support (Basic)

Secondary Admin (5% max)

Secondary Administration 5% maximum (Basic)

Secondary Non-Personnel

Membership Dues

e. Postsecondary Personnel

Perkins Grant Coordination

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 Personnel (Salary and Benefits)

Secondary Consortium Coordination and support (Reserve)

Secondary Non-Personnel

Regional Perkins 101 Professional Development

Secondary Equipment

Career and Technical program equipment purchases for new and innovative programs.

Secondary Admin (5% max)

Secondary Administration (5% maximum)

g. Postsecondary Equipment

Equipment needed to support innovative projects in emerging fields of technology, and new modalities of training.

e. Postsecondary Personnel

Professional development project management for mentor/careers exploration program. Faculty assignments toward the development of CHS, Online CHS, and PSEO options.

f. Postsecondary Non-Personnel

Supplies needed to implement the exploration of CBE, virtual presence and distance delivery education which will supplement hands on requirements.