



FY20 Pine to Prairie/Northland Consortium

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

Submitted by Anton Bergee

Submitted on 05/16/2019 6:46 AM Central Standard Time

## Opportunity Details

### Opportunity Information

**TITLE**

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

**DESCRIPTION**

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.

**FUND ACTIVITY CATEGORY**

Education

**OPPORTUNITY MANAGER**

Jeralyn Jargo

**OPPORTUNITY POSTED DATES**

3/7/2019 5:00:00 AM

**FUNDING OPPORTUNITY NUMBER**

July2019

**CFDA NUMBER**

84.048A

**PUBLIC LINK**

<https://www.gotomygrants.com/Public/Opportunities/details/133af0b6-11c1-48e9-b759-9aaba9666e2c>

**IS PUBLISHED**

Yes

### Award Information

**AWARD PERIOD**

07/01/2019 - 06/30/2020

**EXPECTED NUMBER OF AWARDS**

26

**MATCHING REQUIREMENT**

No

### Submission Information

**SUBMISSION WINDOW**

03/13/2019 8:00 PM - 05/16/2019 7:00 PM Central Standard Time

**SUBMISSION TIMELINE TYPE**

One-Time

## SUBMISSION TIMELINE ADDITIONAL INFORMATION

If, due to extenuating circumstances, you are unable to meet the May 16 deadline for submission, contact the State Director at 651-201-1650

## 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

<http://www.minnstate.edu/system/cte/index.html>

### ADDITIONAL INFORMATION URL DESCRIPTION

Minnesota State Colleges and Universities Career and Technical Education

## Project Information

### Application Information

APPLICATION NAME

FY20 Pine to Prairie/Northland Consortium

TOTAL AMOUNT OF AWARD REQUESTED

\$525,540.36

### Primary Contact Information

NAME

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ADDRESS

Update  
Update, MN 55555

PHONE NUMBER

218-683-8621

## Project Description

### Summary Narrative

REFER TO YOUR FY19, SUMMARY NARRATIVES PARTS ONE AND TWO IN ANSWERING THE FOLLOWING QUESTIONS:

1) HOW DOES YOUR CONSORTIUM APPLICATION PROPOSE TO USE YOUR LOCAL NEEDS ASSESSMENT TO SUPPORT THE CAREER AND TECHNICAL PROGRAMS SELECTED?

The local needs assessment will provide valuable information to help our consortium make important decisions regarding class and curriculum offerings and options. Pine to Prairie has always prided itself on providing high quality programs at both the secondary and postsecondary level. The formal needs assessment will ensure we are meeting the needs of the students and employers in our region. Carl Perkins funds are used in the Pine to Prairie/Northland consortium in a variety of ways to support CTE programs. Some examples include:

- provide MCIS to the participating schools
- update specialized supplies and equipment
- sustain equal access and retention of special population students
- encourage enrollment in nontraditional programs and classes
- improve collaboration among secondary, postsecondary, industry partners, parents, workforce centers, and other entities related to the successful implementation of CTE programs
- provide transportation for career fairs, job shadowing and field trips
- provide Technical Skill Assessment testing in the member schools for approved CTE programs
- provide funding for approved professional development for faculty and staff

The Pine to Prairie/Northland consortium covers a large geographic area that is primarily rural. There are many opportunities in agriculture, healthcare and manufacturing in this region which we support through appropriate courses and programs. We continue to work with local employers to understand their needs and provide the training and education to prepare students for the jobs that are in demand in our region. The consortium will benefit from Perkins expenditures by providing avenues for high school students to explore CTE through hands-on experiences. Emphasis will continue to be placed on reviewing and improving Programs of Study and providing practical transitions for students. We will ensure our students have options to pursue CTE programs resulting in high-wage, high-demand and high-skill careers right here in our region. We will provide professional development for our faculty and staff to ensure they are keeping pace with new technology and advancements in their fields. We will continue to work with special populations students to ensure their success.

2) HOW DOES YOUR CONSORTIUM APPLICATION REFLECT THE INCREASED ATTENTION ON RECRUITMENT AND RETENTION OF TEACHERS?

The Pine to Prairie Cooperative continues to struggle to find licensed CTE teachers for our programs. This is especially true for the health occupations. Job vacancies are posted online through EdPost in the hopes of reaching the largest audience possible. When a district is able to hire an individual with business or industry experience, the secondary coordinator works closely with the school district and the instructor to assist them in gaining the credentials and training necessary for CTE program approval. Curriculum resources are reviewed and shared to help the classroom transition run smoothly. The consortium also relies on input from the advisory committees to provide information regarding individuals who may have an interest in obtaining teacher licensure. Some of these individuals already meet credentialing requirements for postsecondary teaching positions.

3) IF YOUR CONSORTIUM IS PROPOSING MAJOR CHANGES TO YOUR FY19 SUMMARY PART ONE OR TWO IDENTIFY THE QUESTION WHOSE RESPONSE YOU ARE CHANGING AND DESCRIBE THE CHANGE BELOW.

In reviewing our FY19 Perkins Application we did not see a need to make any major changes to the Summary Narrative part 1 question 1, 2, 3, or 4.

or Summary Narrative part 2 question 5, 6, 7, and 8.

COMMENTS FOR REVIEWER

## Goal 1: Designing and Implementing Programs of Study

**DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V. IN ADDITION, DOCUMENT YOUR PROGRESS AND PLANS ON DESIGNING, IMPLEMENTING, AND IMPROVING YOUR PROGRAM OF STUDY (POS). PROGRESS AND PLANS SHOULD INCLUDE PROVIDING PROFESSIONAL DEVELOPMENT, INITIATING LOCAL NEEDS ASSESSMENT, TECHNICAL SKILL ASSESSMENTS (TSAS) AND/OR INDUSTRY RECOGNIZED CREDENTIALS.**

**THE CONSORTIUM MUST BALANCE THE LOCAL NEEDS ASSESSMENT AND THE EXPECTATION THAT ALL LEARNERS HAVE EQUITABLE ACCESS TO CAREER OPPORTUNITIES.**

**THE GOAL BY 2022-2023 LOCAL APPLICATION IS TO HAVE EACH CONSORTIUM PROVIDE OPPORTUNITIES-POS- IN ALL SIX CAREER FIELDS. POS IS DEFINED AS "COORDINATED NONDUPLICATIVE SEQUENCE OF ACADEMIC AND TECHNICAL CONTENT AT THE SECONDARY TO POSTSECONDARY LEVEL."**

**RESOURCE: PERKINS V SECTION 3 (41). AGAIN, THE SEQUENCE MUST INCLUDE BOTH THE SECONDARY AND THE POSTSECONDARY CONTENT.**

### GOAL 1:

Pine to Prairie/Northland Consortium currently has Programs of Study in the following career pathways: Therapeutics Services, Health Informatics, Diagnostic Services, Facility and Mobile Equipment Maintenance, Administrative Support, Plant Systems and Carpentry. These programs of study were chosen based on employment opportunities in the region that are in high demand and are also, high skill, and high wage. In meeting with our local workforce development center, it was determined that northwest Minnesota has a demand in a variety of career pathways to include manufacturing and agriculture. In order to meet this demand, we will continue to provide learning opportunities using the mobile manufacturing and welding labs. These labs have provided our students equitable access to career opportunities that they otherwise wouldn't be able to afford. We will continue to monitor their usage and impact at the secondary and postsecondary level. For the 2019-2020 school year we will be offering some new technology for our consortium schools in the form of prefabricated robotic units that were designed and constructed by Andrew Dahlen, Electronics Technology Automated Systems Instructor at Northland Community and Technical College. Like the mobile labs, these 16 robots will be shared among our area schools. Students will be able to learn and practice programming to have the robots do a variety of tasks which can be instructor or student driven. Instructors who are interested in incorporating these robots into their curriculum will be provided with professional development training opportunities.

Northland has advisory boards for all programs of study, most of them are comprised of industry partners as well as a mix of people from workforce centers, education, and nonprofit backgrounds. All of these individuals bring forth a high level of expertise as we develop our local needs assessment.

The consortium will be working over the next year to develop new easily viewed visual aids that show the pathways from the secondary schools to Northland and continue on to show participants the pathways to additional schooling or steps to enter the workforce.

Northland has also invested in Virtual/Augmented reality equipment to make it easier for secondary schools to have a single piece of lab equipment that can be used for medical, automotive and agriculture programs currently as well as many more applications that have not been incorporated into other programs yet.

### COMMENTS FOR REVIEWER

## Goal 2: Partner with business industry, and local communities

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**
- **EXAMPLES SHOULD INCLUDE, ADVISORY COMMITTEES, PARTNERSHIPS WITH ADULT BASIC EDUCATION (ABE), BUSINESS AND INDUSTRY, WORKFORCE CENTERS, AND CAREER AND TECHNICAL EDUCATION STUDENT ORGANIZATIONS (CTSOS).**
- **EXPERIENTIAL LEARNING AND FORMAL WORK-BASED LEARNING EXPERIENCES WITH BUSINESS AND INDUSTRY SHOULD BE DOCUMENTED.**

### GOAL 2:

CTE programs in the consortium's 28 high schools are kept informed of current industry trends by their advisory committees. While our ultimate goal is to have secondary and postsecondary advisory committees work in unison, the reality is that due to our large geographical region this proves to be difficult. In order to help spread the word of the great programs and opportunities made available at Northland Community and Technical College, the secondary coordinator attends NCTC advisory meetings to gain understanding and clarity of the issues facing the college. The secondary coordinator then shares this information during his secondary school visits. The secondary coordinator also shares all relevant information at his monthly principal and superintendent meetings as well as at the quarterly counselors' meetings.

The secondary Perkins coordinator serves on the Northwest Workforce Development Board. This relationship helps the coordinator to gain a deeper understanding of the workforce needs of the region and the services that are provided to help support it. Northland Community and Technical College has partnered with Lincoln High School in Thief River Falls to offer a course called Intro to Technology. This semester long course allows students to explore a different Northland course on each day of the week. Mondays: Agriculture, Tuesdays: Auto Body, Wednesdays: Aerospace, Thursdays: Auto Mechanics, Fridays: Welding. The course meets for 75 minutes and it's open to 11th and 12th grade students. This is a wonderful opportunity for students to experience the college, work with highly skilled instructors and meet with industry professionals.

Fosston High School continues to offer school to work opportunities for their students. This has proven to be a great experience for the students as many local businesses have participated. Examples include: Essentia Health, The City of Fosston, Stenberg Welding and Fabricating, The City of Fosston, Bethel Assembly, Integrated Process Solutions, Millers Building Center, NAPA, LePiers Inc., Shear Magic Saloon, and Cornerstone Residence Extended Care nursing home facility. 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. My hope is that in the near future there will be affordable opportunities for teachers to obtain their teacher/coordinator for work-based learning licensure.

Northland houses the Careerforce (formerly Workforce Center), NW Private Industry Council and Adult Basic Education within our campus. This is extremely helpful when interacting with students because we are able assist with any immediate needs by helping them meet with the provider quickly. NW Private Industry Council is also housed on site and plays an intricate role between the business needs in NW MN and assists Northland to better anticipate those needs further in advance. Adult Basic Ed is housed on our East Grand Forks campus and works with students to get them ready for college level courses and/or assists them with getting into Northlands learning center which will help students with test preparation, tutoring and many other methods to ensure a student's success. Working collaboratively with these organizations will ensure that this consortium continues to improve the CTE programs to match local area needs. This year we are piloting a competency based education model that will allow students at different skill levels to enter a CTE program and work at different paces. This helps create more completers because some students can finish much faster and move on once a specific skill has been addressed where others will have the time they need to be successful.

COMMENTS FOR REVIEWER



### Goal 3: Improve Service to Special Populations

- **DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V NOTING THE NEW CATEGORIES OF SPECIAL POPULATIONS.**
- **IN ADDITION, DOCUMENT YOUR STRATEGIES TO ENSURE ACCESS AND SUCCESS OF NONTRADITIONAL AND SPECIAL POPULATES IN CTE.**
- **EXAMPLES SHOULD INCLUDE PROFESSIONAL DEVELOPMENT AROUND CAREER ADVISEMENT, CULTURALLY COMPETENT CURRICULUM REVISIONS, AND OUTREACH EFFORTS TO RECRUIT AND RETAIN SPECIAL POPULATIONS OF STUDENTS.**

#### **RESOURCE: PERKINS V SECTION 3 (48)**

**SPECIAL POPULATIONS: INDIVIDUALS WITH DISABILITIES, ECONOMICALLY DISADVANTAGED INCLUDING LOW INCOME YOUTH AND ADULTS, INDIVIDUALS PREPARING FOR NON-TRADITIONAL FIELDS, SINGLE PARENTS INCLUDING SINGLE PREGNANT WOMEN, OUT OF WORKFORCE INDIVIDUALS, ENGLISH LEARNERS, HOMELESS INDIVIDUALS, YOUTH WHO ARE IN OR HAVE AGED OUT OF FOSTER CARE SYSTEM, YOUTH WITH A PARENT WHO IS A MEMBER OF THE ARMED FORCES AND IS ON ACTIVE DUTY.**

#### GOAL 3:

The secondary coordinator of the Pine to Prairie Cooperative Center continues to promote early hands-on opportunities for high school students to experience classes, curriculum and career pathways that are nontraditional for their gender. By sharing labor market information, students are exposed to and informed about high wage, high demand occupations and career pathways. Once a student understands the opportunities available to them, they are better equipped to make the important decisions regarding their education and career development. Research shows that one of the best ways to get students interested in nontraditional careers is to have guest speakers who are employed in nontraditional careers for their gender. For example, have a male nurse speak to a health occupations class. Students are better able to see themselves in nontraditional career fields if they see other individuals who look like them performing in those jobs.

Pine to Prairie has five schools involved in Project Lead the Way. The Administration and faculty have strongly encouraged females and especially special populations to become involved with this program which prepares students to be innovative and productive leaders in Science, Technology, Engineering and Mathematics. NCTC is a partner institution with the 360 eTECH and the Minnesota State Advanced Manufacturing Center of Excellence to provide online training to students interested in careers in manufacturing. NCTC is also a partner in AgCentric, Minnesota State's Agriculture Center of Excellence and the Minnesota State Transportation Center of Excellence. These state-wide initiatives promote CTE careers for special populations students.

Northland has a dedicated Veterans Resource Center on campus to help them and their families with access to GI Benefits, Financial Aid, Military transfer credits, as well as assisting them in getting in contact with any of the MN State Resources for Veterans and Service Members. The Adult Basic Education is comprised largely of English learners that are dual enrolled in ESL and ABE courses to better equip them for entering the workforce. This past quarter Northland had a speaker come in and present about homeless youth in our area and the difficulty tracking and assisting this demographic. Over the next year we will be attempting to better reach this group and get them the services they need to be successful in completing secondary education if needed as well as eliminating barriers that prohibit them from being successful in postsecondary programs. Northland will continue to target these special populations through marketing events both at our campus as well as attending other area events like trade shows and secondary career and college fairs. One example is our Aviation program which is predominantly a male field, to attract more women we have been attending events for Women in Aviation and the Girls Scouts. These events allows us to speak to the nontraditional populations and have increased awareness and led to more information requests in those programs.

#### COMMENTS FOR REVIEWER

## Goal 4: Continuum of Service Provision for Enabling Student Transitions

**DESCRIBE CHANGES FROM YOUR FY19 LOCAL CONSORTIUM PLAN THAT WILL BE IMPLEMENTED AS YOU TRANSITION TO PERKINS V.**

**EXAMPLES SHOULD INCLUDE EARLY COLLEGE CREDIT OPPORTUNITIES, ARTICULATION AGREEMENTS, CAREER AND COLLEGE READINESS ACTIVITIES, TRANSITION OF ADULT LEARNERS INTO THE WORKFORCE, AND BROKERING WITH OTHER CONSORTIA.**

### GOAL 4:

The Pine to Prairie Cooperative Center in conjunction with Northland Community and Technical College will continue to have a strong history of collaboration. Online College in the High School continues to offer secondary students the opportunity to complete college level course work while also earning high school credit. OCHS has enabled some of the schools in our consortium to offer courses that they wouldn't otherwise be able to offer due to retirements, or teacher shortages.

The consortium continues to develop and improve the experiences the students are having with the Mobile Manufacturing and Welding Labs. These labs provide opportunities for students to experience technology and equipment that the small individual schools otherwise would not be able to afford. For the coming year, 16 programmable robotic vehicles will be made available to the districts in our consortium. These vehicles were designed and developed by Andrew Dahlen, instructor of Manufacturing Process Technology at Northland Community and Technical College. The vehicles will also include curriculum to help the secondary instructors incorporate the vehicles into their classrooms and coursework. We have also received a request from the Unmanned Aerial Systems and Imagery Analysis/Geospatial Information Systems programs to outfit a trailer for their programs that would be utilized with the consortium partners as a learning tool as well as a ground control station to bring students out to flight areas and allow hands on training for drone flights as well as terrain mapping and implementing for Agricultural students.

The Pine to Prairie/Northland Consortium will continue to strengthen our program of study in Construction Occupations. We currently have three secondary schools involved with building a residential construction house project. These houses are then either auctioned off at the completion of the school year, or they have been presold prior to the construction process. Students often ask for real world projects and learning opportunities. Speaking from experience, it doesn't get any more real world than this! These projects often exceed \$50,000 in value. These projects allow students to get a true taste of what construction careers are like in a variety of areas. Examples include: framing, shingling, sheetrock installation and finishing, exterior siding, window and door installation, interior trim, and in some cases cabinetry. They do all this in the restrictive confines of a school year, during the most difficult months of the year to build in Minnesota. The work these students do is truly remarkable. It's not uncommon for local contractors to contact the construction occupations instructor for help and guidance in hiring their employees.

The consortium coordinators will be working with our faculty and administrators to build out more articulation agreements so that students going into CTE programs have more options for courses available to them prior to enrollment at Northland. We will also be working on creating easy to follow pathways for the different programs so students get a better idea of what path they are on as well as the options if they want to change pathways.

### COMMENTS FOR REVIEWER

## Goal 5: Consortium Governance

**DESCRIBE YOUR CONSORTIUM'S CONFIGURATION, SYSTEMS, AND OPERATIONS. PUTTING STUDENTS' NEEDS FIRST, WHAT ACTIONS WILL YOU TAKE DURING THE TRANSITION YEAR TO ADDRESS THE 2020 CONSORTIA CRITERIA?**

**BE BOLD, INNOVATIVE, AND FOCUSED ON CONTINUOUS IMPROVEMENT AND PROVIDING EQUITABLE ACCESS.**

**IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**

- **IN THE 2020 MINNESOTA 4-YEAR STATE APPLICATION CONSORTIUM IS DEFINED AS HAVING:**
- **MINIMUM OF ONE SCHOOL DISTRICT + ONE POSTSECONDARY MINNESOTA STATE COLLEGE**
- **MINIMUM OF 6 PROGRAMS OF STUDY**
  - **OF THESE 6 PROGRAMS OF STUDY, A MINIMUM OF 4 CAREER FIELDS MUST BE REPRESENTED**
  - **ALL COMPONENTS OF 3 OF THE 4 POS BY CAREER FIELD MUST BE PROVIDED WITHIN THE CONSORTIUM (IN OTHER WORDS ONLY 1 OF THE 4 POS CAN BE BROKERED.)**
- **GREATER THAN 1000 CTE PARTICIPANTS AT THE SECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR) OR GREATER THAN 1800 FYE AT THE POSTSECONDARY LEVEL (BASED ON MOST RECENT DATA YEAR)**

### GOAL 5:

NCTC has identified seven faculty members to serve as "division chairs" who, along with academic deans and the CAO, meet biweekly to discuss academic related issues. Their responsibilities include coordination of budget proposal and consultation with academic deans on budget prioritization for personnel, facilities, equipment, and technology. Division chairs are part of the leadership team of the college and are expected to contribute to long range planning for the implementation of the Perkins Plan annually.

The postsecondary Perkins coordinator attends all division chair meetings and briefs members on Perkins related issues as necessary throughout the fall and spring semesters. Division chairs solicit input from the faculty they represent and bring this information forward to the committee for consideration and potential inclusion in the next Perkins grant plan. This occurs throughout the academic year and college administration makes the final decision, in consultation with the postsecondary coordinator, on what to include in the Perkins plan the following Fiscal Year.

Division Chairs, along with academic deans annually prioritize equipment requests received from faculty members. Perkins funds budgeted previously for equipment are applied to this list to make appropriate equipment purchases. Northland had removed one long standing position off of the Perkins funding and to lower the salary allocation for the postsecondary school.

As a consortium we closely follow our progress on performance indicators and draw conclusions from the results. In addition, NCTC has a process for program sustainability which consolidates data for specific programs for further review and consideration. Conclusions drawn from these reports help faculty and administrators to develop action plans to address problem areas and strive for continuous improvement. The report has been updated this year to better relay each programs current status and removed some of the information that was not within the faculty or dean's ability to have an effect on. One measure that is reported is student success, which shows the percentage of students who are retained, transferred, or graduated in a particular program. This is an Oracle database report run from ISRS data. Faculty prepare Assessment Reports Annually, and program review reports are completed every five years for CTE programs, an example will be attached as well.

Both the secondary and postsecondary Perkins coordinators work closely together to ensure effective collaboration takes place. To have an effective consortium plan, we must work together to understand each other's needs and the needs of our stakeholders. Programs of study that effectively transition students from secondary to postsecondary require deep coordination and collaboration in a team atmosphere. Perkins Coordinators are the catalyst for a successful program of study and it is their shared responsibility to inform, educate and explain Perkins grant guidelines and requirements to all administrators, teachers and faculty.

One example of collaboration between the consortium and stakeholders is the mobile manufacturing and welding labs. A new addition to these efforts will be the 16 programmable robotic vehicles mentioned earlier in this plan. As with prior informational meetings, the secondary coordinator will work closely with teachers and administrators to ensure the success of this project. As we progress into year three of this initiative, it's imperative that we continue to collaborate to ensure the equipment remains operational and state of the art. We will continue to provide training and curriculum support to teachers through the Perkins grant to ensure the continued use of these mobile labs in the high schools.

COMMENTS FOR REVIEWER

## 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

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

COMMENTS FOR REVIEWER

## Perkins Funded Positions

**THIS SECTION ONLY REQUIRES THAT YOU PROVIDE NAMES AND POSITIONS FOR PERKINS FUNDED POSITIONS. UPLOAD THE POSITION DESCRIPTIONS FOR EACH INDIVIDUAL YOU IDENTIFIED 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 THAT POSITION IS SECONDARY OR POSTSECONDARY AND THE PERCENTAGE OF TIME THAT 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
Anton Bergee	Grants Support Officer	Postsecondary		26	15500
Dawn Gallardo	Counselor	Postsecondary		64	45000
Patrick Cox	Supplemental Support Specialist	Postsecondary		60	25000
Jennifer Borsvold	Academic Success Specialist/ Academic Coordinator	Postsecondary		56	38000
Luke Moyer	Student Support Specialist	Postsecondary		46	25000
Diane Dahle	Supplemental Support Tutor	Postsecondary		65	3000
Cory Floden	Supplementary Support Specialist/ Tutor Supplementary Support Specialist/ Tutor	Postsecondary		71	24899.95
Dewitt Johnson	Supplementary Support Specialist/ Tutor	Postsecondary		100	3500
Don Patterson	Supplementary Support Specialist/ Tutor	Postsecondary		57	3000
Elizabeth Piche	Supplementary Support Specialist/ Tutor	Postsecondary		50	1200
Tom Leuthner	Executive Director Pine to Prairie Cooperative Center	Secondary	333751	33	26400
Tanya Monson-Ek	Bookkeeper	Secondary		100	6000

### COMMENTS FOR REVIEWER

ATTACH ALL POSITION DESCRIPTIONS AS .PDF DOCUMENTS PRIOR TO SUBMITTING THIS APPLICATION

#### POSITION DESCRIPTION

PINE TO PRAIRIE JOB DESCRIPTION (Updated 2019)

#### POSITION DESCRIPTION

Pine to Prairie Bookkeeper Job Description

#### POSITION DESCRIPTION

Grants Support Officer-Bergee 2015

#### POSITION DESCRIPTION

CLA 2 - Cox, Patrick

#### POSITION DESCRIPTION

CLA 2 - Borsvold, Jennifer

#### POSITION DESCRIPTION

POSITION DESCRIPTION

CLA2 - Moyer, Luke

POSITION DESCRIPTION

CLA1 - Dahle, Diane

POSITION DESCRIPTION

CLA2 - Floden, Cory

POSITION DESCRIPTION

CLA 1 MathScience PD - Johnson, Dewitt Temp, Intermittent

POSITION DESCRIPTION

CLA1 - Patterson, Don

POSITION DESCRIPTION

CLA1 - Temp Intermittent PTA Piche, Stacey

POSITION DESCRIPTION

## Programs of Study- Career Pathway 1

### Career Pathway 1

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Architecture and Construction

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Construction

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Construction Electricity, Construction Plumbing, Carpentry Residential

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.

Win-E-Mac - 171000

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

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.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	Precision Exams Carpentry
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)



- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S):

<b>Academic Award</b>	<b>Carpentry Diploma</b>	<b>Electrical Diploma</b>	<b>Plumbing Diploma</b>
<b>TSA</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry Recognized Credential</b>	NOCTI Carpentry	NOCTI Electrical Construction	NOCTI Plumbing

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED):

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 2

### Career Pathway 2

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Agriculture, Food, and Natural Resources

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Agriculture, Food, and Natural Resources

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Plant Systems

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Farm Operations and Management

INDIVIDUALLY LIST THE HIGH SCHOOL(S) AND THE ASSOCIATED MINNESOTA DEPARTMENT OF EDUCATION (MDE) APPROVED PROGRAM CODE FROM TABLE C, THAT ALIGNS WITH THE CAREER CLUSTER IDENTIFIED ABOVE.

Thief River Falls - 019901

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

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.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

#### RECOGNIZED SECONDARY CREDENTIAL(S)

<b>TSA</b>	Precision Exams Plant Science
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Farm Operations and Mgmt
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	Mn Dept of Ag Non-Commercial Pesticide Applicator

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

### Programs of Study- Career Pathway 3

#### Career Pathway 3

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Engineering, Manufacturing, and Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Transportation, Distribution, and Logistics

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Facility and Mobile Equipment Maintenance

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Auto Service Tech, Aviation Maintenance Technician

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.

Mahnomen - 170302

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

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.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	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)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Auto Service Technician (Diploma or AAS)	Aviation Maintenance Technology
<b>TSA</b>		
<b>Licensure</b>		
<b>Certification</b>		
<b>Industry Recognized Credential</b>	Automotive Service Technology Engine Performance	FAA Pre Employment Exams

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 4

### Career Pathway 4

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Health Informatics

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Medical Coding Specialist

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.

Fosston High School - 070208

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

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.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	NOCTI Health Care Core Curriculum (HCCC)

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)

- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Medical Coding Specialist AAS
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	American Association of Professional Coders Certified Professional Coders

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 5

### Career Pathway 5

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Diagnostic Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Radiologic Technology

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.

Fosston High School - 070208

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

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.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	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)
- TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)



- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	Radiologic Technology AAS
<b>TSA</b>	
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	American Registry of Radiologic Technologists Examination

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 6

### Career Pathway 6

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Health Science Technology

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Health Science

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Therapeutic Services

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Ad Nursing RN, Respiratory Tech, Surgical Tech, Nursing Assistant, Licensed Practical Nursing, Occupational Therapy Asst.

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.

Fosston High School - 070208

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

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.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)
- **CERTIFICATION:** ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)
- **INDUSTRY RECOGNIZED CREDENTIAL:** ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)

**NOTE:** NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.

#### RECOGNIZED SECONDARY CREDENTIAL

<b>TSA</b>	NOCTI Health Care Core Curriculum
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

#### RECOGNIZED POSTSECONDARY CREDENTIALS

##### ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD:** ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)
- **TSA:** ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)
- **LICENSURE:** ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR

**LICENSE)**

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	AAS/AS- Ad Nursing RN, Respiratory Tech, Surgical Tech, Occupational Therapy Asst, Pharmacy Tech.	Diplomas- Pharmacy Tech, Licensed Practical Nurse	Certificates- Nursing Assistant
<b>TSA</b>			
<b>Licensure</b>			
<b>Certification</b>			
<b>Industry Recognized Credential</b>			

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 Dept 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

COMMENTS FOR REVIEWER

## Programs of Study- Career Pathway 7

### Career Pathway 7

CAREER FIELD: SELECT THE CAREER FIELD FROM THE DROP DOWN MENU.

Business, Management, and Administration

CAREER CLUSTER: SELECT THE CAREER CLUSTER FROM THE DROP DOWN MENU.

Business Management, and Administration

CAREER PATHWAY: TYPE THE CAREER PATHWAY NAME IN THE TEXT BOX.

Administrative Support

ALIGNS WITH WHICH POSTSECONDARY CTE PROGRAM? TYPE THE POSTSECONDARY PROGRAM:

Administrative Support Occupations, Admin Asst.

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.

Fertile/Beltrami - 140710

AT WHICH COLLEGE(S)? LIST THE POSTSECONDARY INSTITUTION(S) THAT THE PROGRAM OF STUDY ALIGNS WITH.

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.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN. RESIDENTIAL CONTRACTOR LICENSE)**
- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THERE SHOULD BE AT LEAST ONE CREDENTIAL IDENTIFIED AND LISTED.**

RECOGNIZED SECONDARY CREDENTIAL(S):

<b>TSA</b>	NOCTI- Admin Asst.
<b>Licensure</b>	
<b>Certification</b>	
<b>Industry Recognized Credential</b>	

#### RECOGNIZED POSTSECONDARY CREDENTIALS

ENTER THE RECOGNIZED POSTSECONDARY CREDENTIALS HERE:

- **ACADEMIC AWARD: ENTER ANY OR ALL ACADEMIC AWARDS (I.E., CERTIFICATE, DIPLOMA, DEGREE)**
- **TSA: ENTER APPLICABLE TSA EXAMS (E.G., NOCTI, PRECISION EXAM, ETC.)**
- **LICENSURE: ENTER THE APPROPRIATE LICENSURE NAME (E.G., MN RESIDENTIAL CONTRACTOR LICENSE)**

- **CERTIFICATION: ENTER THE APPROPRIATE CERTIFICATIONS AS APPLICABLE (E.G., OSHA 10, MSSC, ETC.)**
- **INDUSTRY RECOGNIZED CREDENTIAL: ENTER THE INDUSTRY RECOGNIZED CREDENTIAL NAME (E.G., EMT-B)**

**NOTE: NOT ALL FIELDS ARE REQUIRED. AT MINIMUM, THE ACADEMIC AWARD FIELD SHOULD HAVE AN AWARD IDENTIFIED.**

RECOGNIZED POSTSECONDARY CREDENTIAL(S)

<b>Academic Award</b>	<b>Administrative Support Occupations</b>	<b>Administrative Assistant</b>
<b>TSA</b>	NOCTI- Admin Asst.	NOCTI- Admin Asst.
<b>Licensure</b>		
<b>Certification</b>		
<b>Industry Recognized Credential</b>		

OTHER ASSESSMENTS (ONLY IF NOT PREVIOUSLY LISTED)

COMMENTS FOR REVIEWER

## Additional Documentation

**ADDITIONAL DOCUMENTATION MAY BE UPLOADED HERE. THE REQUIRED UPLOADS ARE: STATEMENTS OF ASSURANCE, SECONDARY SUPPLEMENT 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 ASSURANCE:

Statement of Assurances 2019-2020

SECONDARY SUPPLEMENTAL BUDGET:

Perkins-Secondary-Budget-Summary-Spreadsheet-FY20-locked (1)

CONSORTIUM CONSOLIDATED EQUIPMENT INVENTORY

Pine to Prairie Consortium Equipment

ADDITIONAL MATERIAL:

ADDITIONAL MATERIAL:

ADDITIONAL MATERIAL:

## Budget

### Proposed Budget

	Grant Funded	Total Budgeted
Goal 1		
Postsecondary Equipment	\$32,454.00	\$32,454.00
Postsecondary Non-Personnel	\$11,100.00	\$11,100.00
Postsecondary Non-Personnel	\$30,200.00	\$30,200.00
<b>Subtotal</b>	<b>\$73,754.00</b>	<b>\$73,754.00</b>
Goal 2		
Postsecondary Non-Personnel	\$9,800.00	\$9,800.00
<b>Subtotal</b>	<b>\$9,800.00</b>	<b>\$9,800.00</b>
Goal 3		
Postsecondary Non-Personnel	\$14,400.00	\$14,400.00
<b>Subtotal</b>	<b>\$14,400.00</b>	<b>\$14,400.00</b>
Goal 4		
Postsecondary Non-Personnel	\$14,479.30	\$14,479.30
<b>Subtotal</b>	<b>\$14,479.30</b>	<b>\$14,479.30</b>
Goal 5		
Postsecondary Admin (5% max)	\$16,633.33	\$16,633.33
Postsecondary Non-Personnel	\$4,000.00	\$4,000.00
<b>Subtotal</b>	<b>\$20,633.33</b>	<b>\$20,633.33</b>
Goal 2		
Postsecondary Personnel (Salary and Benefits) econdary Non-Personnel	\$5,000.00	\$5,000.00
<b>Subtotal</b>	<b>\$5,000.00</b>	<b>\$5,000.00</b>
Goal 3		
Postsecondary Personnel (Salary and Benefits)	\$184,099.95	\$184,099.95
<b>Subtotal</b>	<b>\$184,099.95</b>	<b>\$184,099.95</b>
Goal 4		
Postsecondary Personnel (Salary and Benefits)	\$4,000.00	\$4,000.00
<b>Subtotal</b>	<b>\$4,000.00</b>	<b>\$4,000.00</b>
Goal 5		
Postsecondary Personnel (Salary and Benefits)	\$6,500.00	\$6,500.00

	<b>Grant Funded</b>	<b>Total Budgeted</b>
<b>Subtotal</b>	<b>\$6,500.00</b>	<b>\$6,500.00</b>
<b>Total Proposed Cost</b>	<b>\$332,666.58</b>	<b>\$332,666.58</b>

## Proposed Budget Narrative

### Goal 1

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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 Equipment**

Equipment for CTE programs

#### **Postsecondary Non-Personnel**

Enhancing POS

#### **Postsecondary Non-Personnel**

Professional Developm / New Programming

### Goal 2

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### **Postsecondary Non-Personnel**

Program of Study/ Competency Based Education and Succeed through Service Project

### Goal 3

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### **Postsecondary Non-Personnel**

Marketing

#### **Postsecondary Personnel (Salary and Benefits)**

Counselor, Tutor, Advising, Placement



## Goal 4

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### **Postsecondary Non-Personnel**

Develop and Support CTE program with tracking and Competency Based Education

### **Postsecondary Personnel (Salary and Benefits)**

Expand Articulation Agreements and Monitor participants testing with Accuplacer, NOCTI and Precision Exams

## Goal 5

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. Every element should be created as a line item, even if the dollar value is \$0.00. Do not enter any budget items under the 'Match' column. 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 (Salary and Benefits)**

Consortium Coordinator

### **Postsecondary Non-Personnel**

Professional Development

### **Postsecondary Admin (5% max)**

Admin Allowance