



## **FY 23 Pine to Prairie/Northland Consortium**

Prepared by Pine to Prairie/Northland Consortium  
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

**Submitted by Tom Leuthner**

**Submitted on 07/18/2022 7:13 AM Central Standard Time**

## Opportunity Details

### Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2022.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohrn, Interim State Director for CTE, Minnesota State

Agency Contact Phone

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Opportunity Manager

Karl Ohrn

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

### Award Information

Award Period

07/01/2022 - 06/30/2023

### Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

### Technical Assistance Session

Technical Assistance Session

No

### Eligibility Information

#### Additional Eligibility Information

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

#### Additional Information

##### Additional Information URL

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

##### Additional Information URL Description

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

## **Project Information**

### **Application Information**

Application Name

FY 23 Pine to Prairie/Northland Consortium

Award Requested

\$608,985.33

Total Award Budget

\$608,985.33

### **Primary Contact Information**

Name

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## **Project Description**

### **Consortium Membership List**

Consortium Membership List

Consortium Membership

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

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

### CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

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

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

Enter response to CLNA here:

The CLNA proved again to be a great opportunity to work with other regional consortium leaders. This partnership allowed for collaboration in formulating the necessary surveys from the various stakeholders to help direct our work. We were also able to leverage these meetings to include representatives from the Department of Employment and Economic Development. The ability to navigate and interpret labor market information is extremely valuable as we determine the workforce needs in our region, which in turn help guide our secondary and postsecondary programs. A recurring theme of our CLNA was the need for professional development for teachers, administrators, and counselors. There continues to be a fundamental misunderstanding of a clear definition of career and technical education among all our stakeholders. Other areas of need that came out of the CLNA include updating CTE equipment and learning spaces.

We also were able to have many great conversations with our faculty, stakeholders, and advisory committees at the post-secondary level. It was interesting how the surveys sent out triggered questions about the resources available in the Perkins consortium. Through the development and research phases of the CLNA, many stakeholders were able to give input, which informed our planning for secondary and post-secondary collaborative work in the 22/23 academic year.

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

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

Upload your completed CLNA Framework

22-23 Perkins-V-CLNA-Reporting-Framework-Pine to Prairie b.docx

## Narrative 2: Programs of Study

### Programs of Study Narrative

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

Additionally, provide the following information in the space below:

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

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

Enter your responses to Narrative #2 in the space provided below:

DEED data for Northwest Minnesota continues to show high demand in the career clusters indicated on our Programs of Study spreadsheet. Those POS include: Manufacturing, Architecture and Construction, Agriculture, Food and Natural Resources, Transportation, Distribution and Logistics, Health Science, Business, Management and Administration, and Education and Training. The DEED job vacancy survey reported 12,180 job vacancies in the second quarter of 2020. Demand for workers was high across all industries. With job vacancy increases, wages have risen, with the median hourly wage jumping to \$14.98 per hour. Overall, the region is projected to grow 3.2% from 2018-2028, gaining 8,311 new jobs. In addition, the region is expected to need 123,196 workers to replace those lost to retirement and other career changes. Production, personal care, and service, construction, and extraction, healthcare support, building, grounds, and maintenance occupations are expected to see the newest growth. To help meet employer demand, we will continue to develop programs of study in the career clusters of manufacturing and education and training. DEED's Occupations in Demand tool lists Computer Numerically Controlled Tool Programmers (\$62,623), Maintenance and Repair Workers (\$49,009), Machinists (\$53,505), Welders, Cutters, Solderers, and Brazers (\$48,287), Elementary School Teachers (\$55,653), Secondary School Teachers (\$57,557), Education Administration (\$101,280), and Career and Technical Education Teachers (\$57,777) as justification for the development of these programs of study. Our CLNA indicates high demand in the following Business, Management and Administration careers: Customer Service Representatives, Office Clerks, and General Operation managers. Agriculture, Food and Natural Resources career fields indicate high demand in Landscaping, Food Batchmaking, Veterinarian and, Veterinarian Technicians.

In looking at the data for special populations, overall, our students perform very well, with a slight disparity among our special education and economically disadvantaged students. To better inform special populations about POS opportunities at the secondary level, schools will be provided with Career and Technical Education Career Guides to help students fully understand CTE courses and the many career opportunities available to them. The secondary director will meet with building principals to discuss any potential barriers which are preventing participation for special populations.

Our work will continue in Competency-Based Education program development. To date, Mechatronics, Welding, and Electronics programs have been developed. These programs directly align with the identified POS. This work will continue to offer flexible education, on-demand training, and partnerships with industry partners to allow non-traditional students increased access to the classroom. This year, our first program launch in collaboration with the secondary schools will begin in this area. Our goal is to have 3 schools implement a deliberate effort to

communicate the opportunities that CBE offers and support students at the secondary level to attend and achieve credentials in these programs.

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- 6. Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local report.
- Not Applicable

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

Pine to Prairie Consortium State-Recognized and Funding Priorities.pdf



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

#### WIOA Narrative

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

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

Enter response below.

Our regional CLNA analysis continues to indicate a fundamental lack of understanding of career and technical education and its relationship to Perkins V. To help inform our stakeholders, the five regional consortiums developed a website with practical information about career and technical education. You can access the site here: [MN Regional Perkins Coordinators Group \(mnperkinsnw.com\)](http://mnperkinsnw.com). This site will continue to evolve and provide valuable resources to our stakeholders. The secondary Perkins coordinator will continue to work with our regional workforce development board to promote CTE in any possible way. Past examples include Career Fairs, Industry Tours, Construct Tomorrow, Trades Day in Bemidji in cooperation with North Country Vocational Cooperative Center and Post-secondary school visits. Secondary teachers will be instructed on how to access and use the Path to Career Success tool on the Department of Employment and Economic Development website. The intent is for all secondary teachers to use this site for career exploration and development activities for the 2022-2023 school year and beyond.

The Pine to Prairie/Northland consortium will be utilizing career and technical education career guides to help inform career guidance and academic counseling. This resource will be made available to counselors as well as CTE instructors.

The 5S3 Performance Indicator of Work-based learning opportunities is currently being offered to 10.46% of CTE students in the Pine to Prairie/Northland consortium. Professional development opportunities through Lakes Country Service Cooperative Center's Alternative Teacher Preparation Program will be utilized to help additional educators earn their work-based learning license endorsement.

The secondary coordinator will continue to sit on the Youth Committee Board of the Northwest Private Industry Council. This board experience allows stakeholders to share activities happening in the consortium as they impact our area youth.

By aligning our regional consortium, and communication strategies, our team will develop a communications package that directly speaks to the opportunities that exist in CTE. Northland will support the development of the "elevator" pitch that can be customized for industry partners, secondary educators, and workforce development boards to outline the resources available in our consortium clearly. This resource will include a collaborative message with contacts to each of the partners to ensure that there is a responsible point of contact to continue the effort. The initiative's goal is to "onboard" potential students into the network and pair them with an appropriate educational pathway, a mentor from the industry, and a career counselor in the workforce employment centers to ensure they are aware of all available resources.

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- Not Applicable

## Narrative 4: Integrated Academic and Technical Skills

### Integrated Academic and Technical Skills Narrative

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

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

Enter your response here:

At the secondary level, a survey of needs was sent out to all CTE teachers with approved programs. A professional development opportunity was made available for CTE teachers to partner with district math or language arts teachers to develop instructional strategies for stronger integration of math/reading in CTE Business, FCS, AG, Health Occupations and Trades and Industry courses. We plan to run a pilot program on this initiative during the 2022-2023 and 2023-2024 school years.

With the pandemic appearing to wind down, we would like to reestablish the process of bringing all secondary and postsecondary teachers together as well as MDE program specialists for yearly networking meetings. There is no shortage of topics to cover, including articulation agreements and the integration and improvement of academic and technical skills for our students. Our regional consortium meetings are another opportunity to brainstorm ideas and pilot various initiatives. One option would be to provide professional development opportunities for CTE instructors on methods of instruction to address the integration of reading, writing, and mathematics into the course curriculum. Regional meetings allow us to pool our resources to create impactful professional development for our CTE instructors.

In an effort to increase the importance of safety across all careers, OSHA 10 training will be made available for students to earn this important credential.

Northland will further support this effort by establishing a leadership team amongst the faculty to focus on messaging and communication with secondary educators deliberately. This team will support secondary educators through sharing content and curriculum in the classroom, assisting in the development of and sharing of equipment and resources, hosting industry-specific advisory committee meetings for both secondary and post-secondary educators, team teaching/guest lecturing on key topics, and co-authoring grant resources to align curriculum and increase access to under-resourced schools. This team will meet bi-monthly and lead discussions with each of their respective areas to collaborate. The Perkins coordinators will use these opportunities to communicate the key objectives of the Perkins Consortium and keep all partners aligned in their efforts.

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- Not Applicable

## Narrative 5: Special Populations

### Special Populations Narrative

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

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

Enter response below:

The Director sits on the Youth Committee in conjunction with the Minnesota Department of Employment and Economic Development, Employment and Training Programs, and 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.

As a part of a significant event planned to be at the Mall of America this August, Northland has teamed with the National Center of Autonomous Technologies ([www.ncatech.org](http://www.ncatech.org)) and Marnita's Table ([www.marnitastable.org](http://www.marnitastable.org)) to identify key communication techniques to ensure all messaging is welcoming to all. By partnering with these organizations early, curriculum, events, marketing materials, and overall culture can be established with a deliberate effort to break down barriers before they exist. Northland will leverage these relationships to enhance our educational opportunities further and ensure that Special Populations are not discriminated against.

Some outreach to school activities include:

MCIS and the Department of Employment and Economic Development website are excellent resources for 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 the business culture.

Providing opportunities to interact with local business and industry, including tours, business and industry speaker panels, job shadowing, and mentoring.

Providing individual counseling and career exploration, including career assessments, resume preparation, 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 resource through a local career fair, career event, and tours of industries.

Our data shows that special population students do well in our consortium with the exception of special education, where our students lag by 21.29% in reading and 11.61% in math. As mentioned earlier, a pilot program will be started to address these needs. Additional 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 that lead to self-sufficiency.

Examine any barriers that may prevent members of any special populations from entering and thriving in CTE programs. At the secondary level, this would include a review of the scheduling process to verify students can enroll in their chosen courses.

Tutors will also be funded to support students in programs aligned to POS directly. This support will focus on special populations and ensure barriers are identified and mitigated where possible.

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- Not Applicable

## Narrative 6: Work-based Learning

### Work-based Learning Narrative

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

Provide the following information in the space below:

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

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

Enter your response here:

Currently, 12 secondary districts have approved work-based learning programs in the Pine to Prairie/Northland consortium. With that being said, not all districts are currently offering work-based learning opportunities to their students. This is partly due to the pandemic, but it is also a matter of tight schedules for CTE instructors. They simply don't have room in their schedule to fit it in. At the secondary level, I would like to help more teachers earn their work-based learning endorsement through the Lakes Country Service Cooperative's alternative teacher preparation program by offering professional development support. The secondary coordinator will also encourage CTE teachers to discuss the opportunity of work-based learning, internship, or apprenticeship with their local advisory committees.

The Fosston school district offers work-based learning opportunities with a wide variety of local businesses, including Essentia Health, Stenberg Welding and Fabrication, Bethel Assembly, Integrated Process Solutions, Miller's Building Center, NAPA, LePiers Inc, Shear Magic Salon, Cornerstone Residence Extended Care Nursing Home. The Fosston and Bagley school district has partnered with TEAM Industries to provide internship opportunities for 4-6 students per school year. At the Grygla school, a new program was established with the building principal leading the course. At the present time, Grygla has five business and industry partners. They include Machinewell, Cenex Auto Repair, Ag Coop Store, Farmers Union, and the Grain Bin Cafe. Principal Gieseke has shared with me on numerous occasions the positive impact the program is having on his district on how much he and his students enjoy the experience.

Win-W-Mac and Thief River Falls secondary schools provide experiential learning opportunities to students enrolled in their CTE house-building courses. These courses can prove to be more valuable than an out-of-school work experience as they can provide experiences in a wider variety of career fields.

This year, Northland will also start establishing work-based learning opportunities parallel to CBE programming. The goal will be to seamlessly identify learning opportunities that exist with our workforce partners and allow students to test out of key areas of their training program. The first step will be to develop a framework for each CBE program that includes potential substitute

activities that industry partners could offer. From there, interested industry partners could “opt-in” to the opportunity and assign a lead point of contact at their location to assist in the recruitment, assessment, and support of students in the training programs. Key partners to start this work will be Digi-Key, Marvin Windows, and Crystal Sugar. Once the initial framework has been established for each program, others can be added to grow the network.

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- Not Applicable



## Narrative 7: Early College

### Early College Narrative

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

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

Enter your response here:

The Pine to Prairie/Northland Consortium continues to be a strong supporter of Online College in the High School (OCHS). During the 2021-2022 school year 1,162 students were enrolled and they earned 3,510 credits! Online College in the High provides students in 10th-12th grade opportunities for dual credit in specific CTE career fields, including 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.

Northland will work directly with Lincoln High School in Thief River Falls, Warroad school district, and East Grand Forks school district to explore the opportunities that Competency-Based Education (CBE) can offer secondary students. These locations have been identified due to the proximity of Northlands CBE lab locations. The program offers an open lab design that allows students to perform hands-on evaluations on a flexible schedule. This should allow for more access to the courses and increase the availability of the programs to students that need to match their schedules across several organizations. This should greatly increase CHS and PSEO programming options in Mechatronics, Electronics, and Welding programs. Once these locations are proven, the Perkins Consortium team can assess and explore the ability to expand these options to more districts in the region.

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- Not Applicable



## Narrative 8: Support to Professionals

### Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your response here:

There continues to be a critical shortage of CTE secondary teachers in our consortium. The lack of qualified candidates has required several districts to hire teachers on out-of-field permissions, primarily in the construction occupations. In an effort to help these teachers earn their CTE license endorsement, I will be recommending they enroll in the Lakes Country Service Cooperative Alternative Teacher Preparation program or work on their portfolio as directed by PELSB. Professional development funding will be used to help these individuals meet the requirements.

The Pine to Prairie/Northland consortium school districts has hired several new agriculture instructors at the secondary level. To help support these teachers, the secondary director will be contracting with CEV Multimedia, LLC to provide curriculum resources in the areas of small engines, animal science, and plant science. I'm hopeful these resources will help our new instructors feel supported in their role as career and technical educators.

Professional development continues to be an area of need for our CTE secondary teachers. The Survey of Needs for the 2022-2023 indicates a desire for professional development in the following areas: Attendance at professional organizational meetings such as: MTEEA, MBITE, MNAFCS, and MAAE. As well as specific professional development in the areas of: Architectural Drafting and Design, V-Carve Pro/CNC router, Cabinetry and Carpentry.

The collaborative work planned for the faculty at Northland should support and enhance the resources available to secondary educators. Through various support options, Northland's team plans to reach out to secondary educators through the activities mentioned in Narrative 4. This team will support secondary educators through sharing content and curriculum in the classroom, assisting in the development of and sharing of equipment and resources, hosting industry-specific advisory committee meetings for both secondary and post-secondary educators, team teaching/guest lecturing on key topics, and co-authoring grant resources to align curriculum and increase access to under-resourced schools. Overall, the goal is to develop secondary educators to make them more comfortable teaching in specialized CTE fields. This will also develop post-secondary instructors by enhancing their skills in recruiting and curriculum development focused on serving students entering career pathways.

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3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.

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

## Narrative 9: Performance Gaps

### Performance Gaps Narrative

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

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

Enter your response here:

Overall, secondary students performed very well in the consortium. 4yr graduation rates are strong among all groups with the exception of English Learners. Still, this sub-group accounts for a very small portion of our student population, with only 12 students recorded. Our largest disparity noted is with our 2S1 Reading indicator. 32.35% of our students with disabilities pass the reading performance indicator. This is a 21.29% decrease from our consortium total of 53.64%.

A pilot program will be funded where CTE instructors partner with special education teachers to develop strategies to help our special education students perform better in the reading and math performance indicators. Strategies learned will be shared with other districts and other regional consortium leaders. In addition, the secondary consortium director shares performance results at monthly administrative meetings with principals and superintendents. If the data shows a district doing particularly well, that district is asked to share what strategies they have put in place to contribute to their success.

Regional consortium leaders' quarterly meetings will be held to discuss strategies for eliminating disparities and performance gaps.

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

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

## Narrative 10: Consortium Governance

### Consortium Governance Narrative

Provide the following information in the space below:

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

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

Enter your response here:

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

The director meets monthly with superintendents and principals to discuss all things related to career and technical education and its relationship to the Perkins legislation 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 regarding the purchase of equipment and supplies. Prior year purchases are reviewed to ensure fair and equitable use of funds among all participating districts.

Our consortium will also leverage the bi-monthly meetings held to support the collaboration between secondary and post-secondary educators. These meetings will give an opportunity for our team to communicate key strategies to stakeholders. It will also allow us to informally survey stakeholders to implement further changes needed to support educator needs.

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

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

## Narrative 11: Reserve Funds

### Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

The Pine to Prairie/Northland consortium will prioritize CTE teacher/faculty recruitment, retention, and the Development of new Programs of Study.

Reserve funds will be spent to help teachers in our consortium earn their CTE license endorsement in the areas of work-based Learning, construction occupations, manufacturing occupations, and transportation occupations. We will utilize the Lakes Country Service Cooperatives' new Alternative Teacher Licensure program by supporting our teachers with professional development activities to facilitate the process.

We will also continue to develop our programs of study in Manufacturing Production, Manufacturing Production Process Development, and Early Childhood Development and Services. This will be supported in the budget through professional development opportunities as well as through the purchase of industry-specific equipment.

Expected results will be to see an increase in the number of students who enroll in these programs of study at the postsecondary level. Once instructors gain the skills and confidence needed to implement their professional development training and use their new industry-specific equipment, programs should become self-sufficient. Strong advisory committees will also ensure continued success in these programs.

Northland will focus reserve funding in the following areas:

- Collaborative work between secondary and post-secondary educators using new modeling in CBE, guest lecturing, co-teaching, and funding programs and opportunities that will grant students access to labs and industry locations. This project will focus on increasing access to students and educators in various CTE programs aligned to our POS.
- Closing achievement gaps in math and language arts by establishing a task group of faculty that will explore new possibilities in applied math and technical writing programs for CTE.
- Increasing offerings in an Intro to Technology course to be offered on the East Grand Forks and Thief River Falls campuses will give students a firsthand experience with careers and programs that Northland offers. This course will rotate between Auto,

Aviation, Agriculture, Manufacturing, and Health programs throughout one semester.

- Establish an individual pathways degree that is CTE specific to allow for expanded CTE WBL and CPL programs in parallel to the CBE work taking place at Northland locations.
- Leveraging the advisory committees, we will establish a formal program dedicated to increasing field experiences for secondary and post-secondary students to broaden their perspective on CTE opportunities.
  
- Explore a service-based learning program dedicated to connecting CTE students with the community to enhance their learning experience by utilizing the skills they learn in the classroom to serve their communities.

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

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



## 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)
<b>(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers</b>	
<b>(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers</b>	2500.00
<b>Postsecondary Subtotal</b>	2500.00
<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>	

## 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
Tom Leuthner	Director Pine to Prairie Cooperative Center	Secondary	333751	100	90,000
Tanya Monson-Ek	Bookkeeper	Secondary		100	7500
Faculty x 8	Instructor	Postsecondary		15	130800
Staff, CLA 1	Tutor	Postsecondary		50	25000
Faculty	Counselor	Postsecondary		25	26200
Kaitlynn Tamalii	Perkins Coordination	Postsecondary		15	15500

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

Position Description

PINE TO PRAIRIE JOB DESCRIPTION (Updated 2019).docx

Position Description

Pine to Prairie Bookkeeper Job Description.docx

Position Description

CLA 1 - Tutor.pdf

Position Description

Director of Institutional Research - PD.pdf

Position Description

Faculty PD.pdf

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

## Additional Documentation

**These required documents must be uploaded with your application:**

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF). ([Download the .pdf file](#))**
2. **Combined Secondary and Postsecondary Budget Excel Sheet (Download link coming soon)**
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan. ([Download the .doc file](#))**

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

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

Pine2Prairie SOA.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet

Rev 20220606 Final Combined-Secondary-Postsecondary-Budget-PinetoPrairie.xlsx, Rev 7-11-22-20220606 Final Combined-Secondary-Postsecondary-Budget-PinetoPrairie (1).xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

C.P. EQUIPMENT LOG 21-22.docx

Improvement Plan

Additional Material

Consortium-Membership-List.docx

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

