



FY23-24 Second Year Update Pine to Prairie/Northland

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

Submitted by Tom Leuthner

Submitted on 07/23/2023 10:30 AM Central Standard Time

Opportunity Details

Opportunity Information

Title

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

Description

THE APPLICATION OPENS MARCH 15, 2023.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

Agency Contact Email

karl.ohm@minnstate.edu

Fund Activity Categories

Education

Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

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

Award Information

Award Period

07/01/2023 - 06/30/2024

Submission Information

Submission Window

Closes 07/28/2023 11:59 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

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

Project Information

Application Information

Application Name

FY23-24 Second Year Update Pine to Prairie/Northland

Award Requested

\$603,847.19

Total Award Budget

\$603,847.19

Primary Contact Information

Name

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Project Description

Consortium Membership List

Consortium Membership List

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

Northland Community and Technical College

Pine to Prairie Cooperative Center

Ada-Borup West Public School Independent School District 2854

Badger Public School Independent School District 676

Bagley Public School Independent School District 162

Clearbrook-Gonvick Public School Independent School District 2311

Climax-Shelly Public School Independent School District 592

Crookston Public School Independent School District 593

East Grand Forks Public Schools Independent School District 595

Fertile-Beltrami Public School Independent School District 599

Fisher Public School Independent School District 600

Fosston Public School Independent School District 601

Goodridge Public School Independent School District 561

Greenbush-Middle River Public School Independent School District 2683

Grygla Public School Independent School District 447

Kittson County Central Public School Independent School District 2171

Lancaster Public School Independent School District 356

Mahnomen Public School Independent School District 432

Marshall County Central Public School Independent School District 441

Norman County East Public School Independent School District 2215

Red Lake County Central Public School Independent School District 2906

Red Lake Falls Public School Independent School District 630

Roseau Public Schools Independent School District 682

Stephen-Argyle Public School Independent School District 2856

Thief River Falls (Lincoln High School) Public School Independent School District 564

Tri-County Public School Independent School District 2358

Warren-Alvarado-Oslo Public School Independent School District 2176

Warroad Public School Independent School District 690

Waubun-Ogema Public School Independent School District 435

Win-E-Mac Public School Independent School District 2609

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results Summary

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

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

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

Enter your CLNA response below.

The CLNA proved again to be a great opportunity to work with other regional consortium leaders. This partnership allowed for collaboration in the formulation of 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.

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

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

Upload your CLNA Framework here:

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

Narrative 2: Programs of Study

Programs of Study Narrative

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

Additionally, provide the following information in the space below:

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

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

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

Enter your Programs of Study response below.

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.

Edit:

In the fall and Spring of FY 24, Northland will review several programs, most likely using a DACUM (Developing a

Curriculum) process for occupational analysis as a feasibility and program sustainability study. Focus groups will provide the campus with information to determine if several programs being offered are viable for the campus. The campus wants to know if the pursuit of several programs that are shown as having demand in the area, are in fact developed to benefit the employers in the area, along with that the program is economically viable for the campus. It is anticipated that by analyzing the job's in the program field, the campus will better align with the needs of industry.

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

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

Pine to Prairie Consortium--State-Recognized and Funding Priorities 7-17-2023 Final.xlsx

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

Workforce Agency Narrative

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

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

Enter your Workforce Agency response below.

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 around career and technical education. You can access the site here: MN Regional Perkins Coordinators Group (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 Postsecondary 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 are 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.

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 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

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

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

Enter your Integrated Academic and Technical Skills response below.

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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- 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 5: Special Populations

Special Populations Narrative

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

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

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

Enter your Special Populations response below.

The 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) and Marnita's Table (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.

UPDATE

Northland tutors have been removed from the budget.

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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.

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

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

Enter your Work-based Learning response below.

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 workbased 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 "optin" 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 Postsecondary Credit Opportunities

Early Postsecondary Credit Narrative

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

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

Enter your Early Postsecondary Credit response below.

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

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

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

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

Enter your Support to Professionals response below.

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 postsecondary instructors by enhancing their skills in recruiting and curriculum development focused on serving students entering career pathways.

UPDATE

Northland plans to create and deliver robust professional development for teachers and faculty in conjunction with industry (this will support the required CLNA process next school year). These items will begin to form a strong consortium collaboration that will guide future grant applications.

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 9: Performance Gaps

Performance Gaps Narrative

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

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

Enter your Performance Gaps response below.

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.

Edit: The pilot program funding has transitioned to Northland's marketing and enrollment management departments.

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 Consortium Governance response below.

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 W arroad. 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.

During the FY23-24 Perkins grant application there were leadership and several other position changes connected to Perkins at Northland. These changes lead to the decision to higher a full-time Perkins Coordinator. The coordinator's primary role is to establish a strong consortium governance structure. Other priorities will be to strengthen external partnerships between secondary, postsecondary, and industry; enhance partnerships with high schools for career exposure/early college opportunities; support coordinator external professional development opportunities; and create and deliver robust professional development for teachers and faculty in conjunction with industry.

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

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

Narrative 11: Reserve Funds

Reserve Funds Narrative

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

- foster innovation through the identification and promotion of promising and proven CTE programs, practices, and strategies..., or
- promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries

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

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

Please provide the following:

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

Enter your Reserve Fund response below.

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.

UPDATE

Due to recent discussions with local professionals at the President's advisory board meetings, Northland has

incorporated Sonography and other in-demand occupations. Sonography is projected to grow 17% in Minnesota and 14% in the Northwest Region. In a Health Care Sector Focus Group CEO's from local health care facilities mentioned the difficulty recruiting ultra-sound technicians, stating "We don't have anyone with a single modality transferring in their clinical work, [such as] Echo, Vascular, Ultrasound, CT."

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

Workforce Center Collaboration

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

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	2500.00
Postsecondary Subtotal	2500.00
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	1000.00
Secondary Subtotal	1000.00
TOTAL	3500.00

Position Description

Additional Documentation

These required documents must be uploaded with your application:

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

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

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

Statement of Assurances.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel File

FY24 Pine to Prairie Northland-Combined-Secondary-Postsecondary-UPDATED-7-23-2023.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory

COMBINED C.P. EQUIPMENT LOG 22-23.docx

Improvement Plan

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

