

Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	Lakes Country Consortium
Total Award Budget:	\$826,688.27

Consortium Membership List

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

Minnesota State Community and Technical College	Lakes Country Service Cooperative - Independent School District 0926
Ashby Public Schools - Independent School District 0261	Morris Public Schools - Independent School District 2769
Barnesville Public Schools - Independent School District 0146	Moorhead Area Public Schools - Independent School District 0152
Battle Lake Public Schools - Independent School District 0542	New York Mills Public Schools - Independent School District 0553
Breckenridge Public Schools - Independent School District 0846	Pelican Rapids Public Schools - Independent School District 0548
Campbell-Tintah Public Schools - Independent School District 0852	Perham-Dent Public Schools - Independent School District 0549
Chokio-Alberta Public Schools - Independent School District 0771	Rothsay Public Schools - Independent School District 0850
Clinton-Graceville-Beardsley Public Schools - Independent School District 2888	Ulen-Hitterdal Public Schools - Independent School District 0914
Detroit Lakes Public Schools - Independent School District 0022	Underwood Public Schools - Independent School District 0550

Dilworth-Glyndon-Felton Public Schools - Independent School District 2164	West Central Area Public Schools - Independent School District 2342
Fergus Falls Public Schools - Independent School District 0544	Wheaton Area Public Schools - Independent School District 0803
Fergus Falls Area Special Education Cooperative - Independent School District 0935	
Frazee-Vergas Public Schools - Independent School District 0023	
Hancock Public Schools - Independent School District 0768	
Hawley Public Schools - Independent School District 0150	
Herman-Norcross Community Schools - Independent School District 0264	
Lake Park Audubon Public Schools - Independent School District 2889	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

Submit a completed *Comprehensive Local Needs Assessment (CLNA) Results and Priorities* document with your application materials.

Narrative 2: Programs of Study (POS)

Submit a completed Programs of Study Spreadsheet (*S-R POS – Funding POS*) with your application materials.

Complete the table below for each State-recognized POS and any POS that are being funded. Funded POS must meet two of the three categories (high wage, high skill, in demand). Delete the example entries and insert additional rows as needed.

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Construction	Both	Y	Y	Y	481	167
Facility & Mobile Equip Maintenance	Both	Y	Y	Y	304	45
Teaching & Training	Both	Y	Y	Y	306	21
PSTS	Both	Y	Y	Y	513	0
Therapeutic Services	Both	Y	Y	Y	7	255
Manufacturing	Both	Y	Y	Y	238	5
Food Products & Processing	Funding	Y	Y	Y	93	0
Plant Systems	Funding	Y	Y	N	184	0
POS Name						
POS Name						

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Programs of Study**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>A pressing need for modernized and high-quality industry equipment has been identified within our secondary and postsecondary programs. This gap was highlighted by feedback from CTE teachers, faculty, administrators, students, parents, and business and industry partners. While this need was also recognized in the previous CLNA, it seems that the consortia's strategies in the previous grant round have started to mitigate this trend. At the Postsecondary level, for example, a state-of-the-art simulation center that will serve healthcare career pathways is soon to begin construction on the Moorhead campus and there will be a need for innovative equipment that will enhance the quality of a CTE program of study.</p>					
2. Strategies to address need:					
<p>Strategy 1: Work with industry employer partners, advisory groups, and CTE Faculty, staff, and administration via survey forms and steering committees to determine needs and priorities of equipment that is meeting industry requirements and creating opportunities through virtual reality scenarios to develop critical thinking skills.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$40,000 (OBJ 530) • Postsecondary: \$89,000.55 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Establish baseline, then increase by 2% the number of students who business partners report being well-prepared for industry as measured by program exit surveys. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development</p>					

and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.

2. Strategies to address need:

Strategy 1: Consortium fall regional networking meetings with content instructors across the consortium. Neighboring consortium teachers and coordinators also invited. Relevant postsecondary instructors will be invited to participate and partner. Postsecondary will utilize Perkins professional development funds if there is interest in participating.

Budgeted Use of Funds:

- Secondary: \$3,500 (OBJ 366 - MILEAGE), \$5,500 (OBJ 303 – SUB REIMBURSEMENT)
- Postsecondary: \$0

3. Measurable Outcomes (report results in next APR):

Strategy 1:

- Increase secondary teacher attendance rate by 2% in FY25.
- Establish and disseminate satisfaction surveys related to goals and objectives of each specific networking meeting in the fall of 2024.

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a need to enhance and strengthen program advisory committees at a foundational level. This involves ensuring that these committees are effectively structured, engaged, and utilized to provide valuable guidance and input for CTE programs. Strengthening these committees will help ensure that CTE programs remain relevant, responsive to industry needs, and aligned with best practices, ultimately benefiting students, educators, and industry partners alike.					
2. Strategies to address need:					
Strategy 1: Provide a recorded, virtual online professional development on best practices on advisory committee purpose and usage for use by consortium teachers.					
Budgeted Use of Funds:					
<ul style="list-style-type: none">• Secondary: \$1,000 (OBJ 303)• Postsecondary:					
3. Measurable Outcomes (report results in next APR):					
Strategy 1:					
<ul style="list-style-type: none">• Completion and posting of the virtual PD.• Usage rates of consortium teachers of the virtual PD (set baseline for future data collection).					

NEED D:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There is a need for professional development for both secondary instructors and postsecondary faculty, focusing not only on content-specific areas but also on facilitating the transition from secondary to postsecondary education and career.

2. Strategies to address need:

Strategy 1: Support quality professional development opportunities for CTE professionals. Professional development opportunities include professional teacher organization conferences, policy & advocacy, CNC/vCarve, food safety, meat processing, CDL, and school visits

Budgeted Use of Funds:

- Secondary: \$16,792.11 (OBJ 366)
- Postsecondary: \$0

3. Measurable Outcomes (report results in next APR):

Strategy 1:

- Establish participant satisfaction surveys related to funded professional development and document baseline data beginning for FY25.

4. Provide additional narrative to address the following:
 - a. Identify any new courses, programs, or programs of study in development within your consortium. POS in development can be reported on the POS Funding Tab of the POS Spreadsheet, but should not be listed as a State-recognized POS until all seven required elements are in place.

The Lakes Country Consortium is working to be responsive to the labor market needs of the entire region while also recognizing the limited ability the consortium has in defining secondary school programming. An increasing need that has emerged locally and statewide is in the area of food processing and packaging, specifically meat cutting. West Central Area Schools and Ashby High School have partnered to create a food processing pathway within their AFNR programs that has garnered statewide attention. They have partnered with CLC, Ridgewater, and the University of Minnesota for professional development and program design. M State has the following programs in development: Nuclear Medicine Technology, Data Science, Professional Truck Driving (CDL). A new Elementary Education degree program will launch in the fall of 2024.

- b. How will students, including members of special populations, learn about CTE course offerings and how do you ensure access?

Through marketing efforts from the postsecondary Marketing and Communications team tailored to the CTE POS and special populations; through Career Exploration events and camps; through career counseling and innovative technology such as the use of Focus2Career to perform assessments that align career options to a student's strengths and interests.

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.
[Review the Minnesota Perkins V Operational Guide for more information.](#)

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

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to collaboration with **local workforce development boards or other local workforce agencies**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to establish new and continuing partnerships with industry employer partners, industry CTE professional associations, and local workforce groups like RMCEP, for providing professional development opportunities (such as obtaining credentials for CTE instruction), training in culturally responsive pedagogy, strategies for promoting CTE program of study to diverse populations including out of work individuals, development of policy, and avenues for recruiting CTE faculty. Organization memberships with agencies such as Association for Career and Technical Education (ACTE) for example, have proven to be beneficial to several CTE programs of study for the consortium.					
2. Strategies to address need:					
<p>Strategy 1: Leverage the work of the PATH-MN initiative by developing an MOU with RMCEP that is focused on strengthening preparation of prospective students followed by student success, particularly of those from underserved populations, in healthcare programs and pathways; and with the intent to increase enrollment in Postsecondary healthcare programs.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: • Postsecondary: \$1,000 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • RMCEP will provide data on participation from among special populations due to our partnership. Data may include labor market data and the impact of referrals from RMCEP to healthcare programs enrollment. The fall of FY25 will be used to establish benchmarks and we will build off those benchmarks in FY26. 					

1. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:
 - a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.
 - b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.

c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs

Lakes Country Perkins Consortium, in partnership with the local Workforce Development Board and Vocational Rehabilitation Services collaborate to enhance services to individuals with disabilities, individuals with other barriers to employment, and individuals living in poverty. To the extent possible, services are co-located in CareerForce offices to provide access to a wide variety of services. Each CareerForce location provides an orientation to services available to assist jobseekers make an informed decision on choice of service provider. Direct service staff participate in cross-training to ensure they understand the services offered by the various partners, and the eligibility criteria for each program. Vocational Rehabilitation staff are available for consultation without the need for the person to apply for services. Typical topics include how and when to disclose a disability, effective use of assistive technology, Social Security work incentives, and benefits planning. There is currently a joint effort to provide joint financial planning and work incentives planning for individuals receiving Social Security Disability Insurance. Disability Benefits 101, a software program developed using Medicaid Infrastructure grant funding, is available to all partners to assist staff inform jobseekers about the impact earned income will have on federal and state benefits, including public health insurance. The Workforce Development Board consults with Vocational Rehabilitation Services as they are developing initiatives such as incumbent worker training programs, customized training programs, career pathways initiatives, youth services, and other business services.

Local Workforce Development Boards sponsor local Job Fairs. Vocational Rehabilitation participates in the Job Fairs and other community events. The local partners also share job leads, and Vocational Rehabilitation may purchase placement services from the local Board as part of a performance-based funding agreement. RMCEP provides Social Security Administration (SSA) certified benefits planning and financial education services as part of the Ticket to Work program. RMCEP through staff trained in Social Security Advocacy under the SOAR method, will also assist individuals who are not capable of competitive employment and are at risk of homelessness to complete needed paperwork to gain Social Security Disability Benefits. Local boards include representatives from secondary and postsecondary education and adult education. Through these connections activities are coordinated and training is discussed to include prioritization of youth initiatives and grant opportunities. Adult education partners are essential in developing contextualized education opportunities and resources for limited English learners.

From Postsecondary: FY23 Reallocation funds were utilized to purchase equipment and supplies for a Mobile Outreach Unit. The Mobile Outreach Unit is an outcome of the Pathways to Accessing Healthcare Training in MN initiative funded by a grant from the Department of Labor. The purpose of the Mobile unit is to visit rural communities and high schools for Program Outreach, including career exploration and education on pathways to a variety of careers in healthcare including Dental Assistant, Practical Nursing, Surgical Technology...just to name a few. RMCEP is our workforce partner in this initiative. We are currently developing an MOU of our partnership which will result in the following from RMCEP:

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	1,000
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	1,000
3.	Postsecondary Subtotal	2,000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	15,000
6.	Secondary Subtotal	15,000
7.	TOTAL	\$17,000

- Participation in the grant Steering Committee to review training and curriculum;
- Support outreach efforts by referring potential participants to the PATH-MN initiative;
- Promote awareness among potential participants at regional workforce centers;
- Connect M State to partners who may assist with wrap-around services such as career counseling, internships, employment opportunities;
- Provide regional labor market information and data to inform decision making processes.

This partnership and the work of the PATH-MN initiative will also be supported by the Perkins plan in terms of strategic program outreach, the purchasing of innovative equipment, and professional development of healthcare faculty and staff and administration.

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.

Narrative 4: Integrated Academic and Technical Skills

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Integrated Academic and Technical Skills**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Specific needs have been identified by secondary instructors, administrators, and CTE instructors, highlighting a priority to enhance skills in integrating reading, writing, and math standards into career and technical education courses. Survey results from the consortia, including input from parents, students, and industry representatives, strongly support this need, particularly regarding the relevance of course content to real-life applications both within and outside of CTE fields.					
2. Strategies to address need:					
Strategy 1: Create online, on-demand learning modules for use for consortium teachers and faculty on enhancing skills in reading, writing, and math standards into career and technical education courses. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$3,000 (OBJ 303) • Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					
Strategy 1: <ul style="list-style-type: none"> • Completion & posting of learning modules. • Usage rate of learning modules (set baseline for future data collection). 					

4. Provide additional narrative to address the following:
 - a. How will your consortium improve both the academic and technical skills of students in CTE programs?
 - By strengthening the academic and career and technical components of such programs

The Lakes Country Perkins Consortium could undertake several strategies to strengthen the academic and career and technical components of its programs. Here are some suggestions:

1. **Curriculum Alignment:** Ensure that the CTE curriculum aligns with academic standards and includes opportunities for students to apply academic knowledge in practical settings.

-
2. **Professional Development:** Provide professional development opportunities for teachers to enhance their skills in integrating academic and CTE content, as well as staying updated on industry trends.
 3. **Industry Partnerships:** Forge partnerships with local businesses and industries to provide students with real-world experiences and ensure that CTE programs are meeting industry needs.
 4. **Career Pathway Development:** Develop clear career pathways that connect academic and CTE courses, providing students with a roadmap for their education and career goals.
 5. **Student Support Services:** Provide support services, such as career counseling and academic advising, to help students navigate their academic and career pathways.
 6. **Technology Integration:** Use technology to enhance learning experiences, such as virtual simulations or online resources that reinforce both academic and CTE concepts.
 7. **Assessment and Evaluation:** Implement assessments that measure students' understanding of both academic and CTE content, ensuring that they are meeting learning objectives in both areas.

- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

See above.

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

The Lakes Country Consortium will support programs to align with the goals of providing a well-rounded education. Some of the strategies include:

1. **Integrate Academic and CTE Content:** Support the development of curricula that integrate academic subjects with CTE courses. For example, a culinary arts program incorporating math concepts like measurements and ratios into recipes.
2. **Project-Based Learning:** Implementing project-based learning activities that require students to apply academic knowledge to solve real-world problems relevant to their CTE fields.
3. **Cross-Curricular Collaboration:** Encouraging collaboration between CTE teachers and teachers of academic subjects to create interdisciplinary lessons that connect academic content to CTE coursework.
4. **Career Pathway Planning:** Providing students with opportunities to explore various career pathways that align with their interests and academic strengths, ensuring that CTE programs are part of a broader educational plan.
5. **Professional Development:** Offering professional development for teachers to help them integrate academic content into CTE courses and to stay updated on industry trends that can inform curriculum development.
6. **Community Partnerships:** Partner with local businesses, industries, and community organizations to provide students with hands-on experiences that connect academic learning to real-world careers.

-
7. **Technology Integration:** Use technology to enhance learning experiences, such as virtual simulations or online resources that reinforce both academic and CTE concepts.
 8. **Assessment and Evaluation:** Develop assessments that measure students' understanding of both academic and CTE content, ensuring that they are meeting learning objectives in both areas.

Narrative 5: Special Populations

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Special Populations**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>A clear need emerges for targeted support, particularly for three groups: (1) students with disabilities, (2) economically disadvantaged students, and (3) students of color, ranked in order of potential benefit. This ranking is informed by the trend of results from previous Carl Perkins Core Indicators. While the data does not indicate drastic disparities, it does reveal persistent gaps. Secondary: A review of district-level data since the implementation of Perkins V indicates that certain districts consistently outperform others, highlighting the need for ongoing attention and support.</p>					
2. Strategies to address need:					
<p>Strategy 1: Explore opportunities to expand PAES Labs in districts where students with disabilities do not have access to career exploration and workplace settings.</p> <p>Strategy 2: Explore root cause systemic barriers for economically disadvantaged and SOC in relation to disparities on Perkins Core indicators. Determine if there are any leverage points that can happen at an ecosystem level rather than at a school district level.</p> <p>Strategy 3: Invest in personnel that serve special populations with academic advising and counseling, including career counseling, and need more resources and wraparound services.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> Secondary: \$1,000 (OBJ 366) Postsecondary: \$66,651.00 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> 10% of students have increased opportunity for students with disabilities to engage in career exploration opportunities within the school setting. <p>Strategy 2:</p> <ul style="list-style-type: none"> Concrete answer on what root problems is within the Lakes Country Consortium and if the consortium has the ability to influence at the ecosystem level, or if it has to influence at the school district level. Report to consortium by spring 2025 on root cause. <p>Strategy 3:</p> <ul style="list-style-type: none"> With the implementation of SLATE, a new Student Affairs CRM with an advising component, we will be able to track # of interactions with students from special populations. FY25 will be used to establish benchmarks and set goals for FY26. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>

Identified need is to broaden access to CTE programming for students enrolled in consortium ALCs and residents of the West Central Regional Juvenile Center. This involves collaborating with ALCs to enhance their CTE offerings and expanding the partnership with the juvenile center to provide additional CTE opportunities. These efforts aim to provide valuable skills and education to these populations, enhancing their prospects and contributing to their overall well-being.

2. Strategies to address need:

Strategy 1: Continue to expand the partnership at WCRJC around career development and career exploration for their incarcerated youth clients through the use of MBTI & Strong Interest Inventory.

Strategy 2: Expand partnerships with Moorhead ALC within the Moorhead HS Career Academy around expanded career exploration and career development opportunities through the use of MBTI & Strong Interest Inventory.

Budgeted Use of Funds:

- Secondary: \$2,000 (OBJ 303)
- Postsecondary: \$0

3. Measurable Outcomes (report results in next APR):

Strategy 1:

- At least 15 incarcerated youth from WCJC will engage with MBTI & Strong Interest Inventory and have professional facilitated discussions about results.

Strategy 2:

- At least 15 ALC students from Moorhead High School ALC will engage with MBTI & Strong Interest Inventory and have professional facilitated discussions about results.

NEED C:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<p>Providing high-quality, supportive professional development programs for our current career and technical education professionals continues to be a crucial need. As demonstrated by previous Perkins plans for the Lakes Country Consortium, requests for professional development funding are the result of input for industry employer partners, advisory boards, current CTE instructors and staff, as well as industry associations and accreditation organizations. Professional development in the form of mentoring, continuing education, symposiums and professional conferences are essential to retaining these professionals in our classrooms, ensuring they remain motivated, skilled, and equipped to provide the best possible education for our students. Ongoing professional development helps educators stay current with industry trends, teaching methodologies, advancements in technology, accreditation requirements, and student needs, ultimately benefiting the entire learning community</p>					
5. Strategies to address need:					
<p>Strategy 1: Send a delegation that includes a minimum of 2-4 CTE faculty to attend the (March) 2025 National Summit for Educational Equity where agenda items include: Support Special Population Student Success, Promoting STEM & CTE, Equitable Learning Environments.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$2,500 					
6. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Develop one new initiative with a committee comprising CTE administration, CTE Faculty, and DEI to improve persistence rates for special and underserved populations. • FY26 APR: report on the impact of that initiative. 					

7. Provide additional narrative to address the following:

-
- a. How will you address the barriers to access and success for special populations within CTE programs identified in your CLNA?

Addressing barriers to access and success for special populations within CTE programs requires a **multifaceted** approach that considers the unique needs and challenges special populations face. Here are some strategies the Lakes Country Perkins Consortium are working on:

- **Diverse and Inclusive Curriculum:** To the extent that the consortium has the capacity, ensure that the CTE curriculum is inclusive and relevant to special populations' needs. This can include incorporating diverse perspectives, examples, and materials that resonate with these populations.
- **Individualized Support Services:** Provide individualized support services such as academic tutoring, counseling, mentoring, and career guidance to help special populations navigate their educational and career pathways.
- **Professional Development:** When appropriate, provide professional development opportunities for CTE educators to enhance their knowledge and skills in working with special populations.
- **Partnerships:** Collaborate with community organizations, employers, and other stakeholders to create pathways for special populations to access CTE programs and gain relevant work experience.
- **Data Collection and Analysis:** Collect and analyze data on the participation and outcomes of special populations in CTE programs to identify areas for improvement and measure the effectiveness of interventions.
- **Policy Advocacy:** Advocate for policies that support the inclusion and success of special populations in CTE programs, including funding for support services and accommodations.

- b. How will you prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?

See above strategies.

- c. What new initiatives will you develop to better prepare CTE participants for non-traditional fields?

This year, the consortium will explicitly work to implement a targeted outreach and recruitment initiative. The initiative will focus on encouraging and recruiting students into non-traditional fields at the secondary and postsecondary levels. In the past, there have been attempts to recruit, but not intentionally and not explicitly targeted.

- d. How will you ensure members of special populations will not be discriminated against and have equal access to CTE?

The Lakes Country Consortium can ensure that members of special populations are not discriminated against and have equal access to CTE by continuing to follow several key priorities:

1. **Policy:** Policies that explicitly prohibit discrimination based on factors such as race, color, national origin, sex, disability, or age.
2. **Training and Awareness:** Annual training for staff, faculty, and administrators on issues related to diversity, equity, and inclusion. This ensures that everyone in the consortium is aware of and understands their responsibilities to prevent discrimination and promote equal access.
3. **Monitoring and Evaluation:** Regularly monitoring and evaluation of the consortium's programs and practices to ensure that they are meeting the needs of members of special populations. This can include collecting and analyzing data on enrollment, retention, and completion rates for these students.
4. **Partnerships and Collaboration:** Collaborate with community organizations, employers, and other stakeholders to create pathways for members of special populations to access CTE programs and employment opportunities.

Narrative 6: Work-Based Learning

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Work-based Learning**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a pressing need to expand work-based learning opportunities across schools within the secondary consortia. This includes establishing partnerships with local businesses and industries to provide students with valuable hands-on experience and exposure to real-world work environments.					
2. Strategies to address need:					
Strategy 1: Travel for incumbent staff to explicitly provide technical assistance to schools that need additional support for expanding work-based learning programming, including partnerships with local business and industry. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$1,000 (OBJ 366) • Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					
Strategy 1: <ul style="list-style-type: none"> • Increase in consortia participants in WBL by 3% by end of FY25. • Report on any new WBL opportunity developments. 					

1. Provide additional narrative to address the following:
 - a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

Of the 26 secondary schools in the consortia, only one small school has ZERO access to formal WBL programs within their district. In a previous CLNA, it was reported that nine schools had only limited access based only within their AFNR programs. The consortium has put a concerted effort into expanding access to programs and we have successfully expanded programs through the licensure of sixteen additional coordinators in the consortium (and counting). With retirements and district to district movement with some AFNR & WBL coordinators, the target will forever be moving, but the consortium is making significant progress in the expansion of programming. Further access is still necessary, and the consortium will continue to invest in

WBL expansion through licensure pathways and assisting school districts in program development. The progress related to WBL will certainly rely upon the strong existing programs in the consortium, including Perham, Fergus Falls, and Detroit Lakes. West Central Area, Ashby, and Pelican Rapids are becoming excellent emerging programs particularly for small schools.

The career and technical education programs at M State offer and/or require hands-on, work-based learning opportunities for our students. These work-based learning opportunities take the form of clinical rotations and directed practice experiences for our health career programs and in other CTE programs these experiences take the form of internship opportunities or other experiential learning requirements. These work-based learning experiences are developed in collaboration with key business and industry partners such as Essentia Health, Sanford Health, and Lake Region Healthcare; and are supported by program advisory committees to ensure students are gaining experience and competencies in industry current skills.

- b. 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.

LCSC has taken a leadership role in the expansion of WBL programs not only in our consortium, but across the state in relation to the licensure work we have done. The work will continue with leveraging resources from the legislative CTE Consortium grant and a subrecipient grant from a congressional earmark through High Tech Kids to expand access to WBL opportunities in STEM fields. All this work requires the continuous growth of business and industry partnerships across the region.

- c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.

The consortium continues to invest to increase WBL opportunities through leveraging many financial resources, including Perkins, CTE Consortium grant, High Tech Kids subgrant, and STEM Ecosystem grant.

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.

Narrative 7: Early Postsecondary Credit Opportunities

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Early Postsecondary Credit Opportunities**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies to address need: Strategy 1: Advocate and explore policy and structural remedies to allow for equal access to dual enrollment opportunities for career and technical education secondary students. Specific actions include secondary teacher travel and meetings with postsecondary faculty for minimum qual determinations and negotiate potential tested experience waivers, Perkins consortium leadership engagement with national advocacy organizations such as College in the High School Alliance, and potential further study/research on obtaining transcripted credit in border states and how that credit would transfer into the Minnesota system. Strategy 2: Postsecondary will be utilizing \$16,000 in RESERVE funds for the use of Director of Concurrent Enrollment, student success teams as well as the K12 Partnership Liaison to utilize tools and methodologies such as Focus2Career, career-exploration events needed for high school students to learn of concurrent enrollment opportunities. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$2,000 (OBJ 366) • Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					

Strategy 1 and 2:

- Increase in access (5%) – the change in number of CTE secondary students accessing dual enrollment opportunities
- Policy changes – number of policy & structural changes implemented as a result of advocacy efforts by end of FY25

1. Provide additional narrative to address the following:

- a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

In FY22, the Lakes Country Perkins Consortium collaborated with an external researcher to analyze dual credit options. The study identified 198 potentially eligible CTE dual enrollment courses in consortium secondary schools, but it's uncertain if these courses are currently offered or categorized under CTE. The research highlighted that two districts accounted for 55% of these opportunities, while 11 districts offered none. Excluding the two districts with the most offerings, the remaining 24 districts averaged 3.66 classes each. However, these figures include traditionally enrolled PSEO students, who are likely to take courses directly from colleges or universities. Excluding these courses, there are 49 CTE dual credit opportunities across all 26 districts, with 16 districts offering no dual credit options and an average of under two per district. The top schools for opportunities mainly offer traditional PSEO courses and are districts with an M State campus. These findings reveal significant challenges in providing equal dual enrollment opportunities for CTE students in the consortium and potentially across Minnesota.

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Support to Professionals**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>(1) A pressing need for modernized and high-quality industry equipment has been identified within our secondary and postsecondary programs. This gap was highlighted by feedback from CTE teachers, faculty, administrators, students, parents, and business and industry partners. While this need was also recognized in the previous CLNA, it seems that the consortia's strategies in the previous grant round have started to mitigate this trend. At the Postsecondary level, for example, a state-of-the-art simulation center that will serve healthcare career pathways is soon to begin construction on the Moorhead campus and there will be a need for innovative equipment that will enhance the quality of a CTE program of study.</p> <p>(2) There is a need to assess and fulfill equipment needs for both secondary and postsecondary programs, as recommended by advisory boards. This includes updating equipment to align with industry standards and best practices, ensuring that students receive relevant and high-quality training that also helps to develop critical-thinking skills.</p>					
2. Strategies to address need:					
<p>Strategy 1: Work with industry employer partners, advisory groups, and CTE Faculty, staff, and administration via survey forms and steering committees to determine needs and priorities of equipment that is meeting industry requirements and creating opportunities through virtual reality scenarios to develop critical thinking skills.</p> <p>Strategy 2: Send a delegation that includes a minimum of 2-4 CTE faculty to attend the (March) 2025 National Summit for Educational Equity where agenda items include: Support Special Population Student Success, Promoting STEM & CTE, Equitable Learning Environments.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$40,000 (OBJ 530) • Postsecondary: \$22,500 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Increase in number of students who report being well-prepared for industry as measured by program exit surveys (determine baseline for future reporting) <p>Strategy 2:</p> <ul style="list-style-type: none"> • Develop one new initiative in FY25 with a committee comprising CTE administration, CTE Faculty, and DEI to create equitable learning environments. • FY26: Report on new developments (actions) to equitable learning environments. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need for professional development for both secondary instructors and postsecondary faculty, focusing not only on content-specific areas but also on facilitating the transition from secondary to postsecondary education and career.					
2. Strategies to address need:					
Strategy 1: Support quality professional development opportunities for CTE professionals. Professional development opportunities include professional teacher organization conferences, policy & advocacy, CNC/vCarve, food safety, meat processing, CDL, and school visits Strategy 2: Budgeted Use of Funds: <ul style="list-style-type: none"> Secondary: \$16,792.11 (OBJ 366) Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					
Strategy 1: <ul style="list-style-type: none"> Participant satisfaction surveys related to funded professional development (determine baseline for future reporting) Reports of knowledge and skill acquisition through instructor self-reporting. 					

NEED C:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to establish new and continuing partnerships with industry employer partners, industry CTE professional associations, and local workforce groups like the RMCEP, for providing professional development opportunities (such as obtaining credentials for CTE instruction), training in culturally responsive pedagogy, strategies for promoting CTE program of study to diverse populations including out of work individuals, development of policy, and avenues for recruiting CTE faculty. Organization memberships with agencies such as Association for Career and Technical Education (ACTE) for example, have proven to be beneficial to several CTE programs of study for the consortium.					
5. Strategies to address need:					
Strategy 1: Meet with CTE POS Faculty and CTE Deans to determine what organization memberships would benefit the CTE POS. Criteria for determining membership should include professional development opportunities, CTE program outreach and awareness and networking opportunities with industry employer opportunities to enhance curriculum. Budgeted Use of Funds: <ul style="list-style-type: none"> Secondary: \$0 Postsecondary: \$10,500 					
6. Measurable Outcomes (report results in next APR):					
Strategy 1: <ul style="list-style-type: none"> FY25 Establish at least 2 new organization memberships that benefit CTE POS. Report on those benefits provided that impacted CTE Program of Study (enhanced curriculum, program advisory committee, events, etc.) 					

1. Provide additional narrative to address the following:

-
- a. Describe the specific actions your consortium will take to support the recruitment and preparation of education professionals, including individuals from groups underrepresented in the teaching profession.

Lakes Country Service Cooperative has taken the problem of teacher pipeline in career and technical education very seriously over the past several years by advocating for, and influencing the change in state law around alternative teacher preparation and ultimately obtaining PELSB approval as a teacher preparation unit and gaining approval to providing programming for already-licensed teachers to obtain licenses in Construction Careers, Manufacturing Careers, Transportation Careers (while also meeting the standards for Core Skills for Career and Technical Education) and the endorsement for Teacher Coordinator of Work-Based Learning. The programs are fully functioning state-wide and current enrollment is at 407 candidates with 278 completers recommended for licensure. The programs are designed to provide credit for prior learning and be available for candidates in an asynchronous mode not dependent on an academic year. The fundamental premise of the programs is to require candidates to show competence in the standards by asking the candidates to apply their knowledge in ways that are applicable to their classrooms. LCSC is also in the process of approval with PELSB to begin to offer initial licensure in the same areas for which LCSC offers additional licensure with an anticipated launch of the fall of 2024 with the first cohort of initial licensure candidates. The consortium has the unique opportunity to provide PD that leads towards licensure and has the knowledge and expertise around licensure to recruit from industry more easily.

- b. Describe the specific actions your consortium will take to retain, train, and develop education professionals and ensure applicable certification, credential, and licensure requirements are met.

In addition to the information provided above, LCSC plays the lead role in the statewide Career and Technical Education Teacher Induction Program (CTE TIP). CTE TIP combines in-person support with curriculum and professional development to support early-career teachers during their first years in the profession. On average, 97% of teachers who participate in our program return to teach the following year and more than 90% of participants were still teaching two years later.

Narrative 9: Performance Gaps

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Performance Gaps**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
<p>A clear need emerges for targeted support, particularly for three groups: (1) students with disabilities, (2) economically disadvantaged students, and (3) students of color, ranked in order of potential benefit. This ranking is informed by the trend of results from previous Carl Perkins Core Indicators. While the data does not indicate drastic disparities, it does reveal persistent gaps. A review of district-level data since the implementation of Perkins V indicates that certain districts consistently outperform others, highlighting the need for ongoing attention and support.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>2. Strategies to address need:</p> <p>Strategy 1: Explore opportunities to expand PAES Labs in districts that students with disabilities do not have access to career exploration and workplace settings.</p> <p>Strategy 2: Explore root cause systemic barriers for economically disadvantaged and SOC in relation to disparities on Perkins Core indicators. Determine if there are any leverage points that can happen at an ecosystem level rather than at a school district level.</p> <p>Strategy 3: Invest in personnel that serve special populations with academic advising and counseling, including career counseling, career placement, and need more resources and wraparound services. This includes the development of a new position that will serve students in one or all of the following areas: academic advising, counseling, career coaching and placement.</p> <p>Strategy 4: Send a delegation that includes a minimum of 2-4 CTE faculty to attend the (March) 2025 National Summit for Educational Equity where agenda items include: Support Special Population Student Success, Promoting STEM & CTE, Equitable Learning Environments.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$1,000 (OBJ 366) • Postsecondary: \$136,124.00 					
<p>3. Measurable Outcomes (report results in next APR):</p> <p>Strategy 1:</p> <ul style="list-style-type: none"> • Increased opportunity for students with disabilities by 10% across consortium to engage in career exploration opportunities within the school setting. <p>Strategy 2:</p> <ul style="list-style-type: none"> • Concrete answer on what root problems are within the Lakes Country Consortium and if the consortium has the ability to influence at the ecosystem level, or if it has to influence at the school district level. Report to consortium by spring 2025 on root cause. <p>Strategy 3:</p> <ul style="list-style-type: none"> • With the implementation of SLATE, a new Student Affairs CRM with an advising component, we will be able to track # of interactions with students from special populations. FY25 will be used to establish benchmarks and set goals for FY26. <p>Strategy 4:</p>					

- Develop one new initiative with a committee comprised of CTE administration, CTE Faculty, and DEI with the purpose of improving persistence rates for special populations and underserved populations.
- FY26 APR: report on the impact of that initiative.

4. Provide additional narrative to address the following **if not already addressed in the table above**:

1. What specific student group(s) were identified as having significant disparities or performance gaps?

En masse, secondary and postsecondary students generally perform well, however digging deeper into the data, economically disadvantaged students, students of color and students with disabilities do not perform as well as their counterparts.

2. What specific actions will the consortium take at both the secondary and postsecondary level to eliminate these disparities or close performance gaps?

To address the performance gaps identified in the CLNA and work towards solutions through an equity lens, the consortium will undertake ongoing efforts. This includes conducting further research, analysis, and development with input from focus groups consisting of students, key stakeholders, advisory groups, and notable faculty and staff. Additionally, providing additional support in the form of mentors, counselors, and advisors, ideally from diverse backgrounds and populations, will benefit student performance. The consortium will also implement structured strategic priorities, planning, and execution to support student success.

Narrative 10: Consortium Governance

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Consortium Governance**?
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.

2. Strategies to address need:

Strategy 1: Consortium leadership staffing (coordination & support)

Budgeted Use of Funds:

- Secondary: \$159,342.40 (OBJ detail in budget)
- Postsecondary: \$59,610.00

Strategy 2: Consortium general expenses (postage, printing, communications, etc)

Budgeted Use of Funds:

- Secondary: \$1,200 (OBJ 320), \$25 (OBJ 329)
- Postsecondary: \$0

Strategy 3: Travel, lodgings, and fees for consortium representatives to participate in policy development sessions such as ACTE Policy MN Delegation in D.C. and MN CTE Policy Fellowship.

Budgeted Use of Funds:

- Postsecondary: \$12,250.00

Strategy 3: Consortium Indirect

Budgeted Use of Funds:

- Secondary: \$12,439.97 (OBJ 895)
- Postsecondary: \$21,059.77

3. Measurable Outcomes (report results in next APR):

Strategy 1, 2, 3:

- Efficient Perkins fund utilization by consortium
- TWO new CTE programs or pathways across the consortium by end of FY25.

1. Provide additional narrative to address the following:

a. Describe your consortium's formal governance structure, including:

- How the consortium leadership is organized,
- Processes used for making financial decisions,
- Processes and structures in place to ensure secondary and postsecondary collaboration, and
- Communication systems in place to ensure all consortium members are continually informed.
- Note any areas of governance that are being developed or improved.

The Lakes Country Perkins Consortium consists of 26 secondary schools and three of four campuses of the Minnesota State Community & Technical College (M State). The Perkins Consortium leadership team consists of:

- Cindy Bailey, Grants Coordinator at M State
- Troy Haugen, Director of Career & College Readiness, LCSC
- Dustin Steenblock, Program Director of Additional Licensure, LCSC
- Megan Adamczyk, Director of Dual Enrollment and Student Academic Success
- Marsha Weber, Dean of the School of Business, IT and Extended Learning
- Ken Kompelien, Dean of the School of Health Sciences and Human Services
- Mark Bannatyne, Dean of the School of Applied Technology
- Matt Borcharding, VP of Academic Affairs

The leadership team oversees the majority of the Perkins grant functions, including administration, operations, and programs. They meet regularly throughout the academic year to plan and fulfill grant requirements. The team is advised by advisory groups from secondary and postsecondary institutions, consisting of CTE professionals and business and industry partners. The primary leaders at each level, Haugen for secondary and Bailey for postsecondary, are responsible for regular communication within their programs. The consortia leadership maintains regular communication through various channels, including emails, meetings, and text messages.

Prioritizing students is crucial for the consortium's sustainability and future direction. The consortium is shifting its focus from being teacher-centered to being student- and labor-market focused. This focus must remain central as the consortium evaluates current and future programming and grant activities. Yearly data analysis, in addition to the bi-annual CLNA, will help the consortium maintain its commitment to continuous improvement rather than maintaining the status quo.

Consortium leadership included three primary operating documents (found on the additional uploads section) that serve as consortium guidelines for operation. These will continue to be refined and revised in FY25 and beyond as staffing has continued to shift a bit on both sides of the consortium.

- *Is This Eligible for Perkins Funding?* - an operating document for consortium teachers to help not only aligning fiscal requests, but also as a teaching tool to help differentiate CTE from Perkins.
- *Perkins Secondary Funds Distribution Process* - a simplified flow-chart of decision making related to funds being awarded for specific strategies

Narrative 11: Reserve Funds

Reserve funds can be used to address Performance Gaps or to develop or improve Programs of Study or CTE Programs.

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.

1. Of the consortium's prioritized needs from the *CLNA Results and Priorities*, which one(s) will be addressed in relation to **Reserve Funds**? For each need identified, check the box for the associated Reserve Category (Performance Gaps, Develop or Improve POS/CTE programs).
2. What are the strategies to address these needs?
3. What are the desired measurable outcomes for this strategy? (You will be reporting on these outcomes in the next APR)

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to assess and fulfill equipment needs for both secondary and postsecondary programs, as recommended by advisory boards. This includes updating equipment to align with industry standards and best practices, ensuring that students receive relevant and high-quality training that also helps to develop critical-thinking skills.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>Strategy 1: Work with industry employer partners, advisory groups, and CTE Faculty, staff, and administration via survey forms and steering committees to determine needs and priorities of equipment that is meeting industry requirements and creating opportunities through virtual reality scenarios to develop critical thinking skills. Equipment funded with Reserve funds will be focused on developing new programs of study as defined by regional labor market needs.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$32,000 (OBJ 530) • Postsecondary: \$40,000 					
3. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Establish baseline, then increase by 2% the number of students who business partners report being well-prepared for industry as measured by program exit surveys. 					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (62%) and students (58%), while secondary administrators (37%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels. There is a clear need for					

professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.

Reserve Category: ☐ Performance Gaps ☒ Develop or Improve POS/CTE programs

2. Strategies to address need:

Strategy 1: Continuation of Northern Minnesota Regional Consortium Coordinators convening and cross-consortia work. Five northern Minnesota Perkins Consortia continue to meet regularly to share and develop resources across all of Northern Minnesota.

Budgeted Use of Funds:

- Secondary: \$5,000 (OBJ 366) & \$3,917.34 (indirect – OBJ 895)
- Postsecondary: \$3,917.34 (Consortium indirect)

3. Measurable Outcomes (report results in next APR):

Strategy 1:

- Increase in cross-consortia resources published on consortium or statewide website by end of FY25
- Increase in confidence in secondary teachers and postsecondary faculty around CTE and Perkins through tracking CLNA survey data over time (establish baseline for further data collection)
- Increase in confidence in secondary administrators in CTE and Perkins through tracking CLNA survey data over time (establish baseline for further data collection)

NEED C:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
There is a critical need to expand access to licensure professional development, including portfolio development, to enhance opportunities for students. Continuing support and advocacy around teacher licensure to assure multiple pathways for career and technical professionals, including clearer pathways for secondary teachers to teach at the postsecondary level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
Strategy 1: Professional development leading towards licensure for consortium instructors, including tier 1 and tier 2 teachers seeking initial licensure. May include sub reimbursement, stipends for off contract work, etc. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$32,000 (OBJ 303) • Postsecondary: \$0 Strategy 1: Continued professional development and advocacy around licensure and licensure pathways for secondary teachers to maintain multiple ways to the secondary classroom. Budgeted Use of Funds: <ul style="list-style-type: none"> • Secondary: \$15,429.39 (OBJ 366) • Postsecondary: \$0 					
3. Measurable Outcomes (report results in next APR):					

Strategy 1:

- Increase in appropriately licensed staff in consortium by three by end of FY25.
- Increase in CTE programs and pathways for consortium students by two by end of FY25

Strategy 2:

- Increase in licensure pathways across the state to all CTE Careers licenses, both initial and additional licensure areas.
- Statewide increase in licensed CTE teachers by 2% by end of FY25.

NEED D:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>There is a need identified in labor market data provided by DEED and input from Industry Employer Partners via surveys, symposiums, and advisory group counsel sessions, to develop new CTE Programs of Study or enhance existing CTE Programs of Study in response to labor shortages within industries such as Nuclear Medicine, Elementary Education, Cybersecurity, and Agriculture at the postsecondary level. Development of new CTE programs of study or implementing enhancements to existing CTE programs of study would entail feasibility studies, evaluation, consultation, and assessment to determine curriculum, coursework, delivery (including online delivery), and the credentials needed for CTE students to enter the workforce.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
5. Strategies to address need:					
<p>Strategy 1: Support new or revised CTE POS or coursework in development with needs as requested by CTE Faculty and approved by Perkins leadership and that meet Perkins eligibility guidelines and restrictions.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$8,429.39 					
6. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • New CTE POS and coursework implemented in FY25. • Enrollment numbers and demographics of new/revised CTE POS in FY26. 					

NEED E:	This Need is in Element(s):				
7. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>Responses from CTE faculty and staff indicate a lack of awareness in the communities served and to potential students of their respective CTE programs of study. This may in part be due to a lack of marketing tailored specifically to a CTE program of study and a missed opportunity to promote these opportunities in a way that is inclusive to special populations.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
8. Strategies to address need:					

Strategy 1: Work with Marketing and Communication team to create marketing campaigns and materials tailored to new and/or improved CTE POS and also include a focus on communicating to special populations.

Budgeted Use of Funds:

- Secondary: \$0
- Postsecondary: \$15,000

9. Measurable Outcomes (report results in next APR):

Strategy 1:

- Report marketing stats relevant to communication (i.e. clicks, if digital campaign).
- Increase faculty satisfaction rates of CTE Marketing in annual survey.

NEED F:	This Need is in Element(s):				
10. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
In addition to academic preparation for students to transition from secondary to postsecondary education seamlessly as stated in E1-Need A and E1-Need B, strategic program outreach that involves hands-on career exploration, and the utilizing of career assessment tools and methodologies such as Focus2Career in K-12 and at the postsecondary level not only provides an opportunity to add diverse enrollment to CTE programs of study, especially, genders to non-traditional career programs, but it also creates opportunities to increase concurrent enrollment where available and match students to career paths that align with their individual strengths and interests. Over the long term this can positively impact student performance.					
Reserve Category: <input checked="" type="checkbox"/> Performance Gaps <input type="checkbox"/> Develop or Improve POS/CTE programs					
11. Strategies to address need:					
<p>Strategy 1: Career Exploration Events and Activities - Building off the success of the LEAP into STEM event where over 100 high school juniors and seniors were in attendance, there will be two new events with a similar program and model in FY25 and FY26 with a different industry focus. Perkins funds would provide funding for faculty stipends, food (if approved), transportation for students, instructional tools and materials etc.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$5,000 <p>Strategy 2: Focus2Career - Launched as a pilot in FY24 and utilized by career counseling professionals, the plan is to renew our agreement in FY25 and expand its' use by the M State K-12 partnerships liaison and student success team. The agreement will be for the next 2 years and will provide data that will impact non-traditional program enrollment among other benefits for special populations.</p> <p>Budgeted Use of Funds:</p> <ul style="list-style-type: none"> • Secondary: \$0 • Postsecondary: \$6,000 					
12. Measurable Outcomes (report results in next APR):					
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Attendance numbers and names of visiting high schools • Report on results of student participation feedback and surveys. <p>Strategy 2:</p> <ul style="list-style-type: none"> • FY25 – Establish benchmarks resulting from reports from Focus2Career and how those may correlate to improvement in performance gaps for special populations and underserved groups. • FY25 – work with K-12 Partnerships Liaison on developing benchmarks and how the use of Focus2Career may correlate to an increase in concurrent enrollment for CTE POS. 					

4. Provide additional narrative to address the following:

5. Identify the specific performance indicator(s) or student population gap(s) that will be addressed with Reserve funds.

The consortium will utilize Reserve funds for the purpose of increasing enrollment and earning Postsecondary credential for individuals pursuing non-traditional career paths. The consortium will also focus the utilizing of Reserve funds on serving individuals from special populations, particularly economically disadvantaged individuals and students of color in earning their Postsecondary credentials. There is an opportunity to improve performance in Health Sciences, and with leveraged opportunities from federally funded initiatives such as PATH-MN, these funds can support new and innovative technology, strategic program outreach, hands-on career exploration and improvements to policy development and administration.

6. Identify the specific program and/or program of study that will be addressed with Reserve funds, including whether the focus is expansion or development of a new program and/or program of study at the secondary or postsecondary level.

The consortium will focus its secondary funds on bolstering, expansion and development AFNR plant science, food products & processing, and supporting the development of M State's (and connection to several secondary transportation) CDL program. At the Postsecondary level, as stated before in the application, will be implementing a degree program in Elementary Education in the fall of 2024 and new programs are in development: Nuclear Medicine Technology, Data Science, and Professional Trucking – CDL program. Agribusiness is also named as it launched in the Fall of 2023 and is primed for enhancements in instruction and delivery, such as investing in a virtual reality platform that may provide multiple scenarios in a classroom environment.

Perkins-Funded Positions

Submit the following with your application materials:

- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

Required Documentation

These required documents must be submitted with your Perkins V Local Application:

1. Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF)
2. CLNA Results & Priorities document
3. S-RPOS - Funding POS spreadsheet
4. Combined Secondary Postsecondary Budget spreadsheet
5. Consortium Consolidated Equipment Inventory
6. Perkins Funded Positions spreadsheet
7. Position Descriptions for each position partially or fully funded by Perkins
8. Improvement Plan (Only required for those consortia on an improvement plan)

PERKINS V COMPREHENSIVE LOCAL NEEDS ASSESSMENT (CLNA) RESULTS & PRIORITIES

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	Lakes Country Perkins Consortium
-------------------------	----------------------------------

Purpose of the CLNA Results and Priorities

The purpose of the *CLNA Results and Priorities* is to highlight the key needs identified in your extensive CLNA process. This document addresses the following:

- Key partners involved in the CLNA process.
- Specific needs identified in your CLNA as they relate to each of the required elements.
- Rationale for the specific needs identified.
- Prioritizing needs for each element.

Briefly describe the process used to complete the CLNA (type your summary in the space below):

Lakes Country Perkins Consortium initiated the process of completing the CLNA in November of 2023 by coordinating with other Consortia on common survey language, and then distributing these surveys to CTE teachers, school administrators, guidance counselors, industry partners, students, and parents within the Consortium. The surveys aimed to identify gaps in knowledge, CTE content, resources and related performance indicators. Additionally, information was gathered from various stakeholders to assess the local demand for career and technical education in Lakes Country. Initially, market data from DEED and RealTime Talent was reviewed to gain insights into current and future industry needs, including high-wage, high-demand sectors. The analysis of aggregated data from DEED, RealTime Talent, Minnesota State's Key Performance Indicators, and the surveys, Lakes Country Perkins Consortium will be guided for the next two-year grant cycle.

What the Perkins V law says about consultation in the needs assessment process (Section 134):

In conducting the comprehensive local needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of representative groups, including, at a minimum:

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations¹;
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

¹ The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

Please indicate the key partners involved in the completion of this needs assessment:

Name	Title	Group Represented
Cindy Bailey	Perkins Coordinator	Postsecondary
Sarah Behrens	Perkins Coordinator	Postsecondary Perkins
Carrie Hanson	Perkins Coordinator	Secondary/Postsecondary Perkins
Troy Haugen	Director of Career & College Readiness	Secondary Perkins
Elaine Hoffman	Perkins Coordinator	Secondary
Tom Leuthner	Perkins Coordinator	Secondary
Jill Murray	Perkins Coordinator	Postsecondary
Mike Kaluza	Perkins Coordinator	Secondary
Erin Warren	Assoc. Director of Dual Credit (M State)	Postsecondary
Sue Zurn	Career Services Director (M State)	Postsecondary
Multiple	CTE Academic Advisors (M State)	Postsecondary
Multiple	Office of Institutional Research (M State)	Postsecondary
Multiple	Postsecondary CTE Faculty	Postsecondary
Multiple	Secondary CTE Instructors	Secondary CTE instructors
Multiple	Administrators	Secondary/Postsecondary
Multiple	Guidance Counselors	Secondary/Postsecondary
Multiple	CTE Students	Secondary/Postsecondary
Multiple	Parents of CTE Students	Secondary
Multiple	Advisory Committee Members	Postsecondary
Dustin Berg	Program Director, West Central Regional Juvenile Center	Incarcerated youth
Multiple	Rural Minnesota Concentrated Employment Program (WIOA partner)	Out of workforce youth and adults
Multiple	Workforce Development Solutions (MState)	Customized training
Multiple	Postsecondary Administrators	Postsecondary
Dustin Steenblock	Prog Director of Additional CTE Licensure	Postsecondary/Secondary
Dr. Zane Sheehan	Assoc Director of Initial CTE Licensure	Secondary
Lisa Hanson	Perkins Coordinator	Postsecondary
Kaitlyn Tamaalii	Perkins Coordinator	Postsecondary
Kari Klettke	K-12 Partnerships Liaison (M State)	Postsecondary
Megan Adamczyk	Director of Dual Enrollment and Student Success (M State)	Postsecondary

Prioritizing Needs (Optional)

The form below may be used to assign a numerical prioritization of the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete Priority rows depending on the number identified.

Identified Priority	How long has this been a priority?	How has this need been addressed in the past?	Magnitude 3 = needs to be addressed now 2 = should be addressed in the next 6-12 months 1 = can be addressed next year	Support 3 = most constituents will support this need 2 = at least half of constituents will support this need 1 = less than half will support this need	Impact 3 = this need will impact the most students, staff and community members 2 = at least half will be impacted 1 = less than half will be impacted	Feasibility 3 = significant change to current practice 2 = moderate change to current practice 1 = slight change to current practice	Total Points
Element 1: Student Performance on Required Performance Indicators							
Priority 1							
Priority 2							
Priority 3							
Element 2: Program Size, Scope, and Quality to Meet the Needs of all Students							
Priority 1							
Priority 2							
Element 3: Progress Towards Implementation of CTE Programs of Study							
Priority 1							
Priority 2							
Priority 3							
Priority 4							
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups							
Priority 1							
Priority 2							
Element 5: Progress Towards Equal Access to CTE Programs for all Students							
Priority 1							
Priority 2							

Narrative Tracking Matrix (Optional)

The form below may be used to begin to assign potential narratives to the various needs identified in each element of the CLNA. Feel free to use this matrix or create your own. This does **not** need to be completed for the *CLNA Results and Priorities*. Please note that you can add or delete rows depending on the number of needs identified for each element.

Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)

2 = Programs of Study (POS)

3 = Workforce Innovation Opportunity Act (WIOA)

4 = Integrated Academic & Technical Skills (Skills)

5 = Special Populations (Pops)

6 = Work-based Learning (WBL)

7 = Early Postsecondary Credit Opportunities (PS)

8 = Support to Professionals (Prof)

9 = Performance Gaps (Gaps)

10 = Consortium Governance (Gov)

11 = Reserve Funds (Res)

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: Targeted support for special populations					X				X		
Need B: Strengthening math and reading in CTE content				X							
Need C: Developing critical thinking skills									X		X
Need D: Strategic program outreach					X						X
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: High quality industry equipment		X						X			X
Need B/C: PD to address perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.		X					X	X		X	X
Need D: Enhancement of Program Advisory committees		X									
Need E: Postsecondary advising services									X		
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: PD addressing content knowledge and transition to postsecondary and careers		X						X			
Need B: High quality industry equipment		X						X			X
Need C: Expansion of work-based learning opportunities		X				X					
Need D: Meeting labor market needs of the region through program expansion		X									X
Need E: Enhanced partnerships across the consortium and with professional organizations			X					X			
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Expand access to licensure via portfolio and professional development								X			X
Need B: Enhanced professional development for teachers & faculty, including induction & mentorship, special populations, and on historically marginalized populations.								X			
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Continued partnership & expansion of work with WCRJC & regional ALCs					X						
Need B: Awareness of influence of faculty/staff on influence on CTE POS & special populations		X			X						X
Need C: Expansion of career exploration opportunities					X				X		X
Need D: Expansion of dual enrollment opportunities for secondary students.											X

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of [*Minnesota's Comprehensive Local Needs Assessment Guide*](#).

- Performance Indicator data can be found in these sources:
 - Secondary Secure Reports
 - Postsecondary PowerBI Reports
 - Annual Consortium Indicator Report on the [Perkins Consortia webpage](#)

In the following table, list the needs identified in the CLNA for Element #1. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A:

A clear need emerges for targeted support, particularly for three major secondary groups: (1) students with disabilities, (2) economically disadvantaged students, and (3) students of color, ranked in order of potential benefit. This ranking is informed by the trend of results from previous Carl Perkins Core Indicators. While the data does not indicate drastic disparities, it does reveal persistent gaps. A review of district-level data since the implementation of Perkins V indicates that certain districts consistently outperform others, highlighting the need for ongoing attention and support.

E1-Need B

Specific needs have been identified by secondary instructors, administrators, and CTE instructors, highlighting a priority to enhance skills in integrating reading, writing, and math standards into career and technical education courses. Survey results from the consortia, including input from parents, students, and industry representatives, strongly support this need, particularly regarding the relevance of course content to real-life applications both within and outside of CTE fields.

E1-Need C

Survey responses from postsecondary industry employer partners and advisory groups identified a common theme for a need of incorporating development of critical-thinking skills as part of a student's education and training. CTE Faculty expressed, via surveys and Perkins request forms, the need for virtual reality and simulation tools that can create a variety of learning scenarios for the development of critical-thinking skills. Additionally, support for professional development of CTE Faculty and Staff in the management and delivery of instruction of scenarios through virtual reality platforms, may create opportunities for skill-specific tutoring and additional preparation for professional exams toward gaining credentials in CTE programs of study such as practical nursing. Investment in innovative technology and delivery would serve to improve persistence and completion rates, as identified in M State Core Indicators reporting, for students of color and among special populations particularly (1) economically disadvantaged students (2) single parents, (3) ELL students, and (4) and individuals preparing for nontraditional fields.

E1-Need D

In addition to academic preparation for students to transition from secondary to postsecondary education seamlessly as stated in E1-Need A and E1-Need B, strategic program outreach that involves hands-on career exploration, and the utilizing of career assessment tools and methodologies such as Focus2Career in K-12 and at the postsecondary level not only provides an opportunity to add diverse enrollment to CTE programs of study, especially, genders to non-traditional career programs, but it also creates opportunities to increase concurrent enrollment where available and match students to career paths that align with their individual strengths and interests. Over the long term this can positively impact student performance.

E1-Need E

ELEMENT #2: PROGRAM SIZE, SCOPE, AND QUALITY TO MEET THE NEEDS OF ALL STUDENTS

Refer to the **Guidance to Assess Element Two** section of [*Minnesota's Comprehensive Local Needs Assessment Guide*](#).

Minnesota defines size, scope and quality at the consortium level as follows:

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:

- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)

- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.

- **High-skilled:** Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage:** High-wage is anything that is above the median wage for all occupations (\$47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand:** Occupations that are identified in [DEED's Occupation in Demand index](#) and/or through the Comprehensive Local Needs Assessment

In the following table, list the needs identified in the CLNA for Element #2. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS

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

E2-Need A:

A pressing need for modernized and high-quality industry equipment has been identified within our secondary and postsecondary programs. This gap was highlighted by feedback from CTE teachers, faculty, administrators, students, parents, and business and industry partners. While this need was also recognized in the previous CLNA, it seems that the consortia's strategies in the previous grant round have started to mitigate this trend. At the Postsecondary level, for example, a state-of-the-art simulation center that will serve healthcare career pathways is soon to begin construction on the Moorhead campus and there will be a need for innovative equipment that will enhance the quality of a CTE program of study.

E2-Need B

There is a significant need to address a perception gap regarding access to various courses among teachers, administrators, students, and counselors in districts. Scheduling barriers were identified as a major issue by CTE teachers (65%) and students (62%), while secondary administrators (38%) also saw it as a significant barrier despite viewing scheduling CTE courses as a strength. Interestingly, counselors ranked class schedule restraints as the lowest barrier and identified counselor support for CTE programs as a major strength. However, there seems to be a disconnect between teachers and counselors, as well as students and parents, regarding the understanding of CTE programs' purpose by administrators and counselors. Administrators and counselors appear to overestimate their impact on CTE student enrollment and success. These persistent gaps between perception and reality suggest a need for professional development at multiple levels and continued advocacy for career and technical education policy at local, state, and federal levels.

E2-Need C

There is a clear need for professional development regarding Perkins, advocacy, and career and technical education (CTE) across all five northern Minnesota consortia, as revealed in the multi-consortium work over the past five years. This highlights an opportunity for cross-consortia collaboration and support, which will be further explored and expanded. While some advocacy and professional development activities are in place, the consortium must aim to broaden its reach beyond classroom teachers to include administrators and counselors, in order to shift mental models within those ranks. Past professional development and advocacy efforts have been highly successful and have been leveraged with various other programs and funding sources.

E2-Need D

There is a need to enhance and strengthen program advisory committees at a foundational level. This involves ensuring that these committees are effectively structured, engaged, and utilized to provide valuable guidance and input for CTE programs. Strengthening these committees will help ensure that CTE programs remain relevant, responsive to industry needs, and aligned with best practices, ultimately benefiting students, educators, and industry partners alike.

E2-Need E

38% of students surveyed said that they use college counseling and/or advising services provided by M State; followed by food pantry (16%), followed by tutoring (15%), followed by career services (11%). With additional feedback on staffing needs from administration, M State proposes to utilize Perkins to develop a new position focused in providing additional support to CTE students in the areas of counseling, advising, tutoring, or career services to be hired in the Spring of 2025 so that M State can continue to meet the needs of all students.

ELEMENT #3: PROGRESS TOWARDS IMPLEMENTATION OF CTE PROGRAMS OF STUDY

Refer the **Guidance to Assess Element Three** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #3. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS
Element 3: Progress towards implementation of CTE Programs of Study

E3-Need A:

There is a need for professional development for both secondary instructors and postsecondary faculty, focusing not only on content-specific areas but also on facilitating the transition from secondary to postsecondary education and career.

E3-Need B

There is a need to assess and fulfill equipment needs for both secondary and postsecondary programs, as recommended by advisory boards. This includes updating equipment to align with industry standards and best practices, ensuring that students receive relevant and high-quality training that also helps to develop critical-thinking skills.

E3-Need C

There is a pressing need to expand work-based learning opportunities across schools within the secondary consortia. This includes establishing partnerships with local businesses and industries to provide students with valuable hands-on experience and exposure to real-world work environments.

E3-Need D

There is a need identified in labor market data provided by DEED and input from Industry Employer Partners via surveys, symposiums, and advisory group counsel sessions, to develop new CTE Programs of Study or enhance existing CTE Programs of Study in response to labor shortages within industries such as Nuclear Medicine, Elementary Education, Cybersecurity, and Agriculture at the postsecondary level. Development of new CTE programs of study or implementing enhancements to existing CTE programs of study would entail feasibility studies, evaluation, consultation, and assessment to determine curriculum, coursework, delivery (including online delivery), and the credentials needed for CTE students to enter the workforce.

E3-Need E

There is a need to establish new and continuing partnerships with industry employer partners, industry CTE professional associations, and local workforce groups like the RMCEP, for providing professional development opportunities (such as obtaining credentials for CTE instruction), training in culturally responsive pedagogy, strategies for promoting CTE program of study to diverse populations including out of work individuals, development of policy, and avenues for recruiting CTE faculty. Organization memberships with agencies such as Association for Career and Technical Education (ACTE) for example, have proven to be beneficial to several CTE programs of study for the consortium.

ELEMENT #4: IMPROVING RECRUITMENT, RETENTION, AND TRAINING OF CTE PROFESSIONALS, INCLUDING UNDERREPRESENTED GROUPS

Refer to the **Guidance to Assess Element Four** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #4. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

PRIORITIZED NEEDS

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

E4-Need A:

There is a critical need to expand access to licensure professional development, including portfolio development, to enhance opportunities for students. Continuing support and advocacy around teacher licensure to assure multiple pathways for career and technical professionals, including clearer pathways for secondary teachers to teach at the postsecondary level.

E4-Need B

Providing high-quality, supportive professional development programs for our current career and technical education professionals continues to be a crucial need. As demonstrated by previous Perkins plans for the Lakes Country Consortium, requests for professional development funding are the result of input for industry employer partners, advisory boards, current CTE instructors and staff, as well as industry associations and accreditation organizations. Professional development in the form of mentoring, continuing education, symposiums and professional conferences are essential to retaining these professionals in our classrooms, ensuring they remain motivated, skilled, and equipped to provide the best possible education for our students. Ongoing professional development helps educators stay current with industry trends, teaching methodologies, advancements in technology, accreditation requirements, and student needs, ultimately benefiting the entire learning community.

E4-Need C

E4-Need D

E4-Need E

ELEMENT #5: PROGRESS TOWARDS EQUAL ACCESS TO CTE PROGRAMS FOR ALL STUDENTS

Refer to the **Guidance to Assess Element Five** section of [*Minnesota’s Comprehensive Local Needs Assessment Guide*](#).

In the following table, list the needs identified in the CLNA for Element #5. Place needs in order by priority with the highest priority listed first in the table. High priority needs are expected to be addressed in the application.

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

E5-Need A:

Identified need is to broaden access to CTE programming for students enrolled in consortium ALCs and residents of the West Central Regional Juvenile Center. This involves collaborating with ALCs to enhance their CTE offerings and expanding the partnership with the juvenile center to provide additional CTE opportunities. These efforts aim to provide valuable skills and education to these populations, enhancing their prospects and contributing to their overall well-being.

E5-Need B

Responses from CTE faculty and staff indicate a lack of awareness in the communities served and to potential students of their respective CTE programs of study. This may in part be due to a lack of marketing tailored specifically to a CTE program of study and a missed opportunity to promote these opportunities in a way that is inclusive to special populations.

E5-Need C

In addition to academic preparation for students to transition from secondary to postsecondary education seamlessly, strategic program outreach that involves hands-on career exploration, and the utilizing of career assessment tools and methodologies such as Focus2Career in K-12 and at the postsecondary level not only provides an opportunity to add diverse enrollment to CTE programs of study, especially, genders to non-traditional career programs, but it also creates opportunities to increase concurrent enrollment where available and match students to career paths that align with their individual strengths and interests. Over the long term this can positively impact student performance.

E5-Need D

As CTE programs continue to be evaluated, revised, and developed in response to new accreditation requirement and input from DEED labor data as well communication of needs from industry employer partners, so too articulation agreements must be evaluated, revised, and developed. To garner more CTE Faculty participation in the process, incentives in the form of stipends have been suggested by the Office of Extended Learning at M State. The result would be to create more opportunities for concurrent enrollment, which would increase concurrent enrollment.

E5-Need E

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$248,799.49	\$78,346.73	\$327,146.22
Postsecondary Allocation:	\$421,195.32	\$78,346.73	\$499,542.05
Total Consortium Allocation:	\$669,994.81	\$156,693.46	\$826,688.27

INSERTING ADDITIONAL ROWS

To insert additional rows on any of the four "Funding" tabs (to ensure that embedded formulas continue to work):

1. Right-click on the row number of a empty row in the section for which additional rows are needed.
2. From the popup menu, select "Copy"
3. Right-click the same row again
4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

Data entry on the four "Funding" tabs includes the following reminders:

1. Do NOT change any information in rows 1 - 3.
2. Cells highlighted in YELLOW require data entry.
3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.
4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

Amount reported on the Summary Spreadsheet will auto-populate from other tabs in this Workbook. DO NOT enter any data on this spreadsheet.

Rows 47-52 allow you to compare your budget request totals to the allocation amounts entered above on this Instructions tab.

1. If the amount reported on the "Budget Over/Short" row is \$0...your request is equal to your allocation. This is the goal--Congratulations!
2. If the amount reported on the "Budget Over/Short" row is shown in **BLACK** text in a white background cell--your request does not yet total the amount of your allocation. Return to the four "Funding" tabs to **increase** your requests as needed to reach the goal of \$0 yet to be allocated.
3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of \$0 yet to be allocated.

STEP-BY-STEP INSTRUCTIONS FOR COMPLETION OF THE BUDGET WORKBOOK

STEP #1	Enter the Secondary and Postsecondary Basic and Reserve totals from your consortium allocation letter in the yellow cells above.
	<p>Enter Budget Line Items on the Basic Funding SEC 428 Worksheet.</p> <p>A. Enter the consortium name in cell A1.</p> <p>B. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>C. Enter a description of the item.</p>

STEP #2	<p>D. Enter the dollar amount under the appropriate Narrative column (#1-10).</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #3	<p>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</p> <p>A. Select appropriate UFARS code using arrow to the right of the cell.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column. If you enter an amount in column F, enter the new POS being developed/funded in cell F4.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #4	<p>Complete the Budget Narrative SEC worksheet</p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column L.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #5	<p>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</p> <p>A. Enter the item name.</p> <p>B. Enter a description of the item.</p> <p>C. Enter the dollar amount under the appropriate column.</p> <p>D. If budgeting an amount for administrative costs, not to exceed 5% of basic award, (ex: general office support costs related to grant administration, not grant programming and services to schools), enter the amount in the yellow cell at the bottom of column G.</p> <p>F. At the bottom of each Narrative column, identify which uses of funds are represented in the amounts budgeted--by typing an "X" in the box across from each applicable question. If no amounts are budgeted for a narrative, check the box for "Not applicable."</p>
STEP #6	<p>Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.</p>
STEP #7	<p>Upload your completed budget spreadsheet to your state application Sharepoint site.</p>

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported under each narrative:

[illegible]

Lakes Country

Reserve Funding--Secondary

Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			[Enter POS Here]	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	PD leading towards permanent CTE licensure		\$22,000.00	\$22,000.00
366 Travel, Conventions and Conferences	PD and advocacy around licensure pathways		\$15,429.39	\$15,429.39
366 Travel, Conventions and Conferences	Regional Consortium Coordinators		\$5,000.00	\$5,000.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$42,429.39	\$42,429.39
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
530 Other Equipment Purchased	Equipment		\$32,000.00	\$32,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$32,000.00	\$32,000.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,917.34
2024-2025 Proposed Budget		\$0.00	\$74,429.39	\$78,346.73

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X
Support integration of academic skills into CTE programs and programs of study.		X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		
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 APR report.		X
Not applicable.		

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures (100s and 200s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

- (1) Consortium Coordination & Project leadership (.70 , .25 FTE, & .10 FTE) & Consortium Support (.15 FTE)
- (2) see budget tabs for specific dollar amounts for OBJ 110, 170, & supporting benefits (200's) --
- (3) Addressed in Narrative 10, specifically strategy 1 --
- (4) consortium coordination & support is a necessary component not only of administering the grant, but directing and facilitating the work plan for the secondary consortium partners. Additional staff is for project management on recruitment/retention & research"

*Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

- (1) Each item/expenditure is specifically identified in the plan per narrative, which is then cross referenced to the budget --
- (2) Specific dollar amounts are identified for each strategy in the narrative, including the corresponding UFARS OBJ code --
- (3) Identified in the plan per expenditure and strategy, then cross referenced to the budget --
- (4) CLNA element number is identified with each priority in the plan

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Supplies and Materials expenditures (400s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

- (1) Each item/expenditure is specifically identified in the plan per narrative, which is then cross referenced to the budget --
- (2) Specific dollar amounts are identified for each strategy in the narrative, including the corresponding UFARS OBJ code --
- (3) Identified in the plan per expenditure and strategy, then cross referenced to the budget --
- (4) CLNA element number is identified with each priority in the plan

Expenditures planned for FIN 428, OBJ 530 -- Career & Technical program equipment purchases. \$40,000 for equipment in POS. Plan narrative 2, Need A, CNLA elements 2&3 and Plan narrative 8, Need A, CNLA element 2.

* \$25,500 for equipment upgrades in consortia construction programs including siding break, Jet band saw, Powermatic drill press, Powermatic drum sander, Festool Domino, Mini lathe and stand, Metal chop saw and other equipment to be determined by spring advisory meetings (FY25)

* \$14,500 for equipment upgrades in consortium's AFNR/PSTS & manufacturing programs including hydraulic metal bender, sharp lathe, flaw detection testing equipment, hand Amptrol for TIG welding machine, vehicle diagnostic tool, and other equipment to be determined by spring advisory meetings

Expenditures planned for FIN 475, OBJ 530 -- Career & Technical program equipment purchases. \$32,000 for equipment in POS. Plan narrative 11, Need A, CLNA elements 2&3.

* \$11,000 for new equipment for consortium's plant system programs, including aquaponics kits, hydroponic dutch bucket and nutrient film tray system and other equipment to be determined by spring advisory meetings

* \$9,000 for new equipment for consortium's AFNR/meat cutting & processing program (WCA) equipment to be determined by spring advisory meetings

* \$12,000 for new equipment for consortium's transportation programs to support secondary consortium schools in partnering with M State in the CDL programs with the

SECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (895)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

Indirect costs are used for the general operation and administration of the grant - costs such as for office space, general technology, business office support, human resources support, etc. While the indirect rate is set by the federal government, other programs operated by LCSC charge an 8% indirect cost rate to break even. This request is part of the overall ongoing strategy to cover indirect costs associated with coordination and support and general operational needs of the consortium. Consortium leadership will be responsible in managing and allocating these funds as necessary.

*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from 475 tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

- (1) Each item/expenditure is specifically identified in the plan per narrative, which is then cross referenced to the budget --
- (2) Specific dollar amounts are identified for each strategy in the narrative, including the corresponding UFARS OBJ code --
- (3) Identified in the plan per expenditure and strategy, then cross referenced to the budget --
- (4) CLNA element number is identified with each priority in the plan

Lakes Country

Narrative Funding--Postsecondary

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Postsecondary Personnel (Salary and Benefits)	Academic Advising/Counseling					\$50,030.00						\$50,030.00
Postsecondary Personnel (Salary and Benefits)	Academic Advising/Counseling									\$50,030.00		\$50,030.00
Postsecondary Personnel (Salary and Benefits)	Grant Coordinator										\$59,610.00	\$59,610.00
Postsecondary Personnel (Salary and Benefits)	Career Placement									\$53,594.00		\$53,594.00
Postsecondary Personnel (Salary and Benefits)	Academic Advising					\$16,621.00						\$16,621.00
Postsecondary Personnel (Salary and Benefits)	Academic Advising/Counseling/Career Placement Position TBD									\$30,000.00		\$30,000.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$66,651.00	\$0.00	\$0.00	\$0.00	\$133,624.00	\$59,610.00	\$259,885.00
POS Equipment	Equipment for POS - postsecondary		\$89,000.55									\$89,000.55
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$89,000.55	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$89,000.55
Professional Development	National Summit for Educational Equity					\$2,500.00			\$2,500.00	\$2,500.00		\$7,500.00
Professional Development	Perkins Consortia Leaders Summit										\$750.00	\$750.00
Professional Development	MN CTE Policy Fellowship										\$10,000.00	\$10,000.00
Professional Development	ACTE Policy MN Delegation										\$1,500.00	\$1,500.00
Professional Development	CTE Faculty Professional Development and Training								\$20,000.00			\$20,000.00
Postsecondary Non-Personnel	Partnerships with Workforce Groups			\$1,000.00								\$1,000.00
Postsecondary Non-Personnel	Partnership with Professional Associations								\$10,500.00			\$10,500.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$1,000.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$33,000.00	\$2,500.00	\$12,250.00	\$51,250.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											\$21,059.77	\$21,059.77
2024-2025 Proposed Budget		\$0.00	\$89,000.55	\$1,000.00	\$0.00	\$69,151.00	\$0.00	\$0.00	\$33,000.00	\$136,124.00	\$92,919.77	\$421,195.32

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported under each narrative:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
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.			X							
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.					X			X		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X								
Support integration of academic skills into CTE programs and programs of study.					X				X	
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.					X				X	X
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 APR report.			X							X
Not applicable.	X			X		X	X			

Lakes Country

Reserve Funding--Postsecondary

Budget for innovations in up to two (2) of the categories below

(1) DO NOT enter in Green or Blue cells. (2) Insert rows as needed above the green "Subtotal" rows. (3) You may DELETE unused, unshaded rows but DO NOT delete any Green or Blue shaded rows. (4) ENTER info in YELLOW cells.

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Health Sciences, Plant Sciences,	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel				
Postsecondary Equipment	Innovative Equipment		\$40,000.00	\$40,000.00
				\$0.00
				\$0.00
				\$0.00
Equipment				
Postsecondary Non-Personnel	New Program Design		\$8,429.39	\$8,429.39
Postsecondary Non-Personnel	Career Exploration Events and Activities	\$5,000.00		\$5,000.00
Postsecondary Non-Personnel	NEW POS Marketing Communications		\$15,000.00	\$15,000.00
Postsecondary Non-Personnel	Focus 2 Career	\$6,000.00		\$6,000.00
				\$0.00
Non-Personnel				
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,917.34
2024-2025 Proposed Budget		\$11,000.00	\$63,429.39	\$78,346.73

Place an "X" in the cells to the right to identify which use(s) of funds from Section 135 of Perkins V are supported with budgeted amounts in each column:

	Performance Gaps	POS/CTE Programs
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.	X	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.	X	
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		X
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 APR report.		
Not applicable.		

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Academic Advising/Counseling (Salary and Fringe) - \$66,651 - Narrative 5: Special Populations - CLNA Element 1: Need A: Targeted support for special populations.

Academic Advising/Counseling and Career Placement (Salary and Fringe) Note: One position TBD but to serve CLNA Element 1 Need A - \$133,624 - Narrative 9: Performance Gaps - CLNA Element 1: Need A: Targeted support for special populations. CLNA Element 2: Need E: Postsecondary advising services

Grant Coordinator (Salary and Fringe) - \$59,610 - Narrative 10: Governance - CLNA Element 2: Needs B/C: Address perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

*Describe how your consortium plans to use your Perkins award on **Equipment expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Equipment - \$89,000.55 - Narrative 2: Programs of Study - CLNA Element 2: Need A: High quality industry equipment

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Partnerships with Workforce Groups: RMCEP is a listed workforce partner as part of a healthcare careers focus program at M State (Pathways to Accessing Training in Healthcare in MN or PATH-MN) funded by a grant from the Department of Labor. The plan is to leverage the work of PATH-MN to establish a partnership that will include a sharing of resources including facility space and rental to engage with special populations and referring them to health care career programs at M State. - \$1,000 - Narrative 3: Partnerships, WIOA, etc. - CLNA Element 3: Need E: Enhanced partnerships across the consortium and with professional organizations.

Send a delegation that includes a minimum of 2-4 CTE faculty to attend the 2025 National Summit for Educational Equity where agenda items include: Support Special Population Student Success, Promoting STEM & CTE, Equitable Learning Environments. - \$7,500 - Narratives 5 (Special Pop.), 8 (Prof. Dev.), and 9 (Perf. Gaps) - CLNA Element 4 Need B: Enhanced professional development for teachers & faculty, including induction & mentorship, special populations, and on historically marginalized populations. CLNA Element 1: Need A: Targeted support for special populations.

Perkins Consortia Leaders Summit for Postsecondary leader to attend in person (travel, lodgings) - \$750 - Narrative 10: Governance - CLNA Element 2: Need B/C: Professional Development to address perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

Professional development opportunities for CTE faculty to include attending regional and national conferences, symposiums, coursework towards credentials that impact CTE POS instruction and programs. \$20,000 - Narrative 8: Support for Professionals - CLNA Element 4: Need B: Enhanced professional development for teachers & faculty, including induction & mentorship, special populations, and on historically marginalized populations.

MN CTE Policy Fellowship - \$10,000 - Narrative 10: Governance - CLNA Element 2 Need B/C: Address Perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

National ACTE Policy (MN Delegation) - \$1,500 - Narrative 10: Governance - CLNA Element 2: Need B/C: PD to address Perception gaps, Perkins, CTE, and advocacy in the CTE ecosystem.

Partnership with Professional Associations (i.e. organization memberships) that benefit CTE POS and CTE Faculty with additional resources such as industry connections, additional funding support and opportunities, student referrals, speakers, field trips) - \$10,500 - Narrative 8: Support for Professionals - CLNA Element 3: Need E: Enhanced partnerships across the consortium and with professional organizations.

*Describe how your consortium plans to use your Perkins award on **Federal and Nonpublic Indirect Cost (Administration)**. No more than 5% of Basic total, and no more than 5% of Reserve total, can be spent for indirect costs.*

Postsecondary Basic: \$21,059.77 Postsecondary Reserve: \$3,917.34

Postsecondary institution will utilize these funds for the purposes of managing the grant and activity indirect costs.

*Describe how your consortium plans to use your Perkins award on **Reserve expenditures (from Reserve tab)**. Narrative for each expenditure requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which priority (POS or Gaps) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Innovative Equipment - Virtual Reality oculus, software, headsets - **\$40,000** - Priority CTE POS (i.e. Agribusiness) - CLNA Element 1: Need C: Developing Critical Thinking Skills and CLNA Elements 2 and 3/Need: High quality industry Equipment

New Program Design - Several new programs are in development (Nuclear Medicine Technology, Data Science, and a credited Professional Trucking program) and may require additional support in the form of technology, instructional materials, feasibility studies and evaluations and this will be determined by CTE Deans and approved by the VP of Academic Affairs - **\$8,429.39** - Priority CTE POS - CLNA Element 3: Need D: Meeting labor market needs of the region through program expansion.

Career Exploration Events and Activities - Building off the success of the LEAP into STEM event where over 100 high school juniors and seniors were in attendance, there will be two new events with a similar program and model in FY25 and FY26 with a different industry focus. Perkins funds would provide funding for faculty stipends, food (if pre-approved), transportation for students); - **\$5,000** - Priority Performance Gaps - CLNA Element 1: Need D: Strategic program outreach and CLNA Element 5: Need C: Expansion of career exploration opportunities. **Many times, students are bussed in from rural areas to attend career exploration activities and events held on campus. Furthermore, these events are multi-hour and occur during lunch hours. The rationale is that these events further the goals of Perkins and food (pizza) is a necessary expense to host a successful event.

NEW POS Marketing Communications - Marketing and CTE program awareness campaign materials and services for NEW or revised POS or marketing targeted towards special populations - **\$15,000** - Priority CTE POS - CLNA Element 5: Need B: Awareness of CTE POS among special populations.

Focus2Career - Launched as a pilot in FY24 and utilized by career counseling professionals, the plan is to renew our agreement in FY25 and expand its' use by the M State K-12 partnerships liaison and student success team. The agreement will be for the next 2 years and will provide data that will impact non-traditional program enrollment among

Consortium Plan: Budget Summary 2022-2023

<div>Lakes Country</div> <div>July 1, 2024 - June 30, 2025 (FY25)</div> <div>Budget by Application Narratives</div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$50,000.00		\$50,000.00
	Postsecondary		\$89,000.55	\$89,000.55
	Total	\$50,000.00	\$89,000.55	\$139,000.55
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$1,000.00	\$1,000.00
	Total	\$0.00	\$1,000.00	\$1,000.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$3,000.00		\$3,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$3,000.00	\$0.00	\$3,000.00
Narrative 5: Special Populations	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$69,151.00	\$69,151.00
	Total	\$2,000.00	\$69,151.00	\$71,151.00
Narrative 6: Work - Based Learning	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$1,000.00	\$0.00	\$1,000.00
Narrative 7: Early College	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$2,000.00	\$0.00	\$2,000.00
Narrative 8: Support for Professionals	Secondary	\$16,792.11		\$16,792.11
	Postsecondary		\$33,000.00	\$33,000.00
	Total	\$16,792.11	\$33,000.00	\$49,792.11
Narrative 9: Performance Gaps	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$136,124.00	\$136,124.00
	Total	\$1,000.00	\$136,124.00	\$137,124.00
Narrative 10: Governance	Secondary	\$173,007.38		\$173,007.38
	Postsecondary		\$92,919.77	\$92,919.77
	Total	\$173,007.38	\$92,919.77	\$265,927.15
Narrative 11: Reserve Funds	Secondary	\$78,346.73		\$78,346.73
	Postsecondary		\$78,346.73	\$78,346.73
	Total	\$78,346.73	\$78,346.73	\$156,693.46
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$16,357.31		\$16,357.31
	Postsecondary		\$24,977.11	\$24,977.11
	Total	\$16,357.31	\$24,977.11	\$41,334.42
PLAN TOTALS	Secondary	\$327,146.22		\$327,146.22
	Postsecondary		\$499,542.05	\$499,542.05
	Total	\$327,146.22	\$499,542.05	\$826,688.27

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$248,799.49	\$78,346.73	\$327,146.22
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$421,195.32	\$78,346.73	\$499,542.05
Budget Over /Short	\$0.00	\$0.00	\$0.00

[illegible]

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: Minnesota State Community and Technical College

College President's Name (Print): Carrie Brimhall



Signature

4.29.2024

Date

email: carrie.brimhall@minnesota.edu

Phone: 218.736.1503

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature

Date

email: _____

Phone: _____

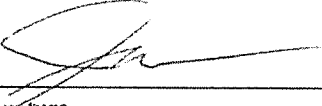
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Ashby Public School</u>	
District Number/Type: <u>261</u>	
Superintendent's Name – (Print): <u>Jonathan Moore</u>	
Signature  _____	Date <u>4/30/24</u>
email: <u>jmoore@ashbyps.org</u>	
Phone: <u>218-747-2257</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Barnesville Public Schools</u>	
District Number/Type: <u>0146</u>	
Superintendent's Name – (Print): <u>Jon Ellerbusch</u>	
Signature <u>Dr. Jon Ellerbusch</u>	Date <u>4-17-2024</u>
email: <u>jellerbusch@barnesville.k12.mn.us</u>	
Phone: <u>(320) 360-9192</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Battle Lake Public Schools</u>	
District Number/Type: <u>0542</u>	
Superintendent's Name – (Print): <u>Rob Nudell</u>	
DocuSigned by:  1E4C87E7DA6D471...	
Signature	Date
email: <u>rnudell@isd542.org</u>	
Phone: <u>218-864-5217</u>	

April 22, 2024 | 2:30 PM CDT

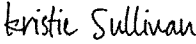
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Breckenridge Public Schools</u>	
District Number/Type: <u>846</u>	
Superintendent's Name – (Print): <u>Kristie Sullivan</u>	
<div>DocuSigned by:  5FB6A066A54A42B</div>	
Signature _____	Date _____
email: <u>sullivan@isd846.org</u>	
Phone: <u>2186432694</u>	

April 26, 2024 | 10:51 AM PDT

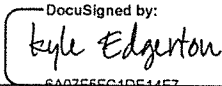
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Campbell-Tintah Public Schools</u>	
District Number/Type: <u>0852</u>	
Superintendent's Name – (Print): <u>Kyle Edgerton</u>	
DocuSigned by:  6A07F5FC1DE14F7	
Signature _____	Date _____
email: <u>edgertonk@campbell.k12.mn.us</u>	
Phone: <u>1,218.63</u>	

April 22, 2024 | 1:01 PM CDT

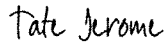
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Chokio-Alberta Public Schools</u>	
District Number/Type: <u>0771</u>	
Superintendent's Name – (Print): <u>Tate Jerome</u>	
DocuSigned by:  F54066BA0C0A44E...	
Signature	Date
email: <u>tjerome@chokioalberta.k12.mn.us</u>	
Phone: <u>3,247,131.00</u>	

April 24, 2024 | 12:57 PM CDT

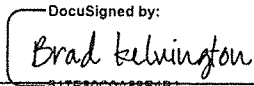
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Clinton-Graceville-Beardsley Public Schools</u>	
District Number/Type: <u>2888</u>	
Superintendent's Name – (Print): <u>Brad Kelvington</u>	
DocuSigned by: 	
Signature	Date
email: <u>bkelvington@graceville.k12.mn.us</u>	
Phone: <u>322,922,925.00</u>	

April 22, 2024 | 2:45 PM CDT

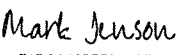
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Detroit Lakes Public Schools</u>	
District Number/Type: <u>0022</u>	
Superintendent's Name – (Print): <u>Mark Jensen</u>	
<div>DocuSigned by:  71BCA465FE0644E</div>	
Signature	Date
email: <u>markjenson@detlakes.k12.mn.us</u>	
Phone: <u>18,479,271.00</u>	

April 22, 2024 | 10:48 AM PDT

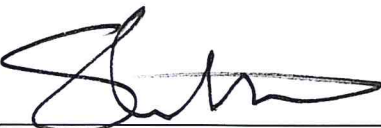
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Dilworth-Glyndon-Felton Public Schools</u>	
District Number/Type: <u>2164</u>	
Superintendent's Name – (Print): <u>Shannon Hunstad</u>	
 Signature _____	<u>4/17/24</u> Date _____
email: <u>shunstad@dgf.k12.mn.us</u>	
Phone: <u>(218) 477-6934</u>	

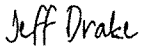
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Fergus Falls Public Schools</u>	
District Number/Type: <u>0544</u>	
Superintendent's Name – (Print): <u>Jeff Drake</u>	
DocuSigned by:  4B28AB1C43A04E8...	
Signature _____	Date _____
email: <u>jdrake@fergusotters.org</u>	
Phone: <u>9,980,544.00</u>	

April 22, 2024 | 12:01 PM PDT

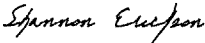
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Fergus Falls Area Special Education Cooperative</u>	
District Number/Type: <u>0935</u>	
Superintendent's Name – (Print): <u>Shannon Erickson</u>	
DocuSigned by:  335E9330D065468	
April 22, 2024 11:32 AM PDT	
Signature _____	Date _____
email: <u>serickson@fergusotters.org</u>	
Phone: <u>1,218.09</u>	

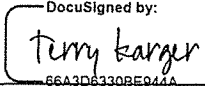
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Frazee-Vergas Public Schools</u>	
District Number/Type: <u>0023</u>	
Superintendent's Name – (Print): <u>Terry Karger</u>	
DocuSigned by:  66A3D6330BE944A	
Signature	Date
email: <u>tkarger@frazee.k12.mn.us</u>	
Phone: <u>218.00</u>	

April 23, 2024 | 6:28 AM PDT


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Hancock Public Schools</u>	
District Number/Type: <u>0768</u>	
Superintendent's Name – (Print): <u>Paul Carlson</u>	
DocuSigned by:  9AA4F310E10E429...	
Signature	Date
email: <u>paul.carlson@hancockisd768.org</u>	
Phone: <u>320,392,860.60</u>	

April 22, 2024 | 2:07 PM CDT

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Hawley Public Schools

District Number/Type: 0150

Superintendent's Name – (Print): Phil Jensen

Signature  _____ Date 4/17/24

email: pjensen@hawley.k12.mn.us

Phone: 218-483-4647


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Herman-Norcross Public Schools</u>	
District Number/Type: <u>0264</u>	
Superintendent's Name – (Print): <u>Rick Bleichner</u>	
	<u>4/17/24</u>
Signature	Date
email: <u>rbleichner@hncs.k12.mn.us</u>	
Phone: <u>320-677-2291</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Lake Park Audubon Public Schools</u>	
District Number/Type: <u>2889</u>	
Superintendent's Name – (Print): <u>Tim Godfrey</u>	
DocuSigned by:  30001B3000FD4F3...	
Signature	Date
email: <u>tgodfrey@lpa.k12.mn.us</u>	
Phone: <u>218,325,075.00</u>	

April 22, 2024 | 10:40 AM PDT

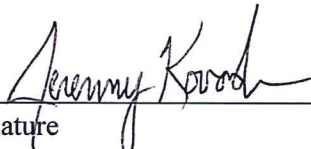
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Lakes Country Service Cooperative</u>	
District Number/Type: <u>0926</u>	
Superintendent's Name – (Print): <u>Jeremy Kovash</u>	
Signature  _____	Date <u>4/17/2024</u> _____
email: <u>JKOVASH@LCSC.ORG</u>	
Phone: <u>218-739-3273</u>	

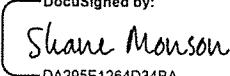
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Morris Public Schools</u>	
District Number/Type: <u>2769</u>	
Superintendent's Name – (Print): <u>Shane Monson</u>	
<div>DocuSigned by:  DA295E1264D34BA</div>	
Signature	Date
email: <u>smonson@morris.k12.mn.us</u>	
Phone: <u>1,320.00</u>	

April 22, 2024 | 11:13 AM PDT


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Moorhead Area Public Schools</u>	
District Number/Type: <u>0152</u>	
Superintendent's Name – (Print): <u>Brandon Lunak</u>	
<div>DocuSigned by:  C0061A3423F0430</div>	
Signature	Date
email: <u>blunak@moorheadschoo1s.org</u>	
Phone: <u>2,843,330.00</u>	

April 22, 2024 | 5:07 PM CDT

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>New York Mills Public Schools</u>	
District Number/Type: <u>0553</u>	
Superintendent's Name – (Print): <u>Blaine Novak</u>	
Signature <u>Blaine J. Novak</u>	Date <u>4/17/24</u>
email: <u>bnovak@nymills.k12.mn.us</u>	
Phone: <u>218-385-4201</u>	

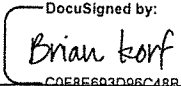
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Pelican Rapids Public Schools</u>	
District Number/Type: <u>0548</u>	
Superintendent's Name – (Print): <u>Brian Korf</u>	
<div>DocuSigned by:  C0F8E603D96C48B</div>	
Signature	Date
email: <u>bkorf@pelicanrapids.k12.mn.us</u>	
Phone: <u>218,863,591.00</u>	

April 25, 2024 | 6:58 AM PDT


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Perham-Dent Public Schools</u>	
District Number/Type: <u>0549</u>	
Superintendent's Name – (Print): <u>Mitch Anderson</u>	
	<u>4/17/24</u>
Signature _____	Date _____
email: <u>manderson@perham.k12.mn.us</u>	
Phone: <u>(218) 346-4501</u>	

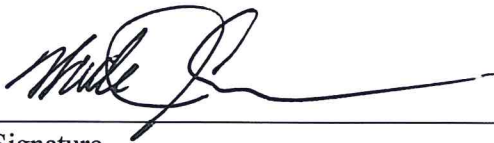
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Rothsay Public Schools</u>	
District Number/Type: <u>0850</u>	
Superintendent's Name – (Print): <u>Wade Johnson</u>	
	<u>4-17-2024</u>
Signature	Date
email: <u>wjohnson@rothsay.k12.mn.us</u>	
Phone: <u>218-844 867-2116</u>	

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature	Date
email: _____	
Phone: _____	

District Name: <u>Ulen-Hitterdal Public Schools</u>	
District Number/Type: <u>0914</u>	
Superintendent's Name – (Print): <u>Dustin Flaten</u>	
DocuSigned by: <u>Dustin Flaten</u> 6F59051071004BD...	
Signature	Date
email: <u>dflaten@ulenhitterdal.k12.mn.us</u>	
Phone: <u>5,961,804.00</u>	

April 22, 2024 | 10:27 AM PDT

(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Underwood Public Schools</u>	
District Number/Type: <u>0550</u>	
Superintendent's Name – (Print): <u>Jeff Wilson</u>	
Signature <u>Jeff Wilson</u>	Date <u>9-17-24</u>
email: <u>JWilson@underwood.k12.mn.us</u>	
Phone: <u>218-826-6101</u>	


(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>West Central Area Public Schools</u>	
District Number/Type: <u>2342</u>	
Superintendent's Name – (Print): <u>Paul Brownlow</u>	
	<u>4/17/2024</u>
Signature _____	Date _____
email: <u>pbrownlow@isd2342.org</u>	
Phone: <u>(320) 524-7301</u>	

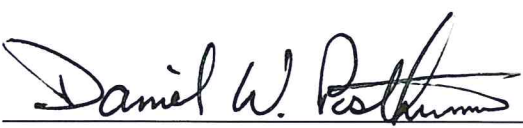
(Duplicate as needed)

I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal laws, rules, regulations, and in accordance with the Minnesota Department of Education and Minnesota State Colleges and Universities policies and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lakes Country Perkins Consortium

College: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Wheaton Area Public Schools</u>	
District Number/Type: <u>0803</u>	
Superintendent's Name – (Print): <u>Dan Posthumus</u>	
	<u>4-17-24</u>
Signature	Date
email: <u>dposthumus@wheaton.k12.mn.us</u>	
Phone: <u>320-563-8282</u>	

(Duplicate as needed)