

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:	North Country
Total Award Budget:	\$413,629.36

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.

Northwest Technical College	
North Country Vocational Cooperative Center	
Bemidji	
Blackduck	
Bug-O-Nay-Ge-Shig	
Cass Lake-Bena	
Kelliher	
Lake of the Woods	
Laporte	
Nevis	
Park Rapids	
Red Lake	
South Koochiching	
Trek North	
Voyaguers (In Progress)	
Walker-Hackensack-Akeley	

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
Architecture and Construction	Both	Y	Y	Y	320	51
Business, Management, and Administration	Both	Y	Y	Y	549	4
Education and Training	Funding		Y	Y	*Included under Human Services	2
Health Science	Both	Y	Y	Y	81	122
Human Services	Funding	Y	Y	Y	100	18
Information Technology	Both	Y	Y	N	67	2
Marketing	Both	Y	Y	Y	21	2
Transportation, Distribution, and Logistics	Both	Y	Y	Y	114	8
Agriculture, Food, & Natural Resource	Both	Y	Y	Y	263	0
Engineering, Manufacturing, Technology	Both	Y	Y	Y	867	20

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: Element 2, 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"/>
Faculty survey results indicate the need to evaluate equipment to assure adequate alignment with CTE curriculum and upgrade equipment as needed to strengthen, expand, and sustain programs.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Evaluate equipment upgrade impact for industry-grade alignment, facility capacity, necessary safety measures, networking opportunities for sharing technologies, training schedules, and curriculum redesign. • Budget adequate funds and leverage additional funds, when possible, to obtain high quality equipment. 					
3. Measurable Outcomes (report results in next APR):					
Requested equipment at both secondary and postsecondary will be purchased, installed, and operational training will be completed by April 30, 2025.					

NEED B: Element 2, 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 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Collaborate and provide appropriate and needed professional development for secondary and post-secondary instructors and advisory boards to enhance curriculum and strive towards industry standards.					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Encourage training opportunities offered by regional business and industry. • Network training in program pathways at the post-secondary level. • Strengthen the structure of advisory boards. • Collaborate with Perkins consortium directors' group to share PD information and training sessions. • Seek opportunities to support industry-recognized credentials. 					
3. Measurable Outcomes (report results in next APR):					
Facilitate 4 training and networking events, each with at least 50 participants. Two events in the fall, dates to be determined, two events in the spring, dates to be determined.					

NEED C: Element 2, 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"/>
Expand opportunities for students to earn industry-recognized credentials.					
2. Strategies to address need:					
Expand Programming: Adding Cosmetology Program at NTC, updating programs within the Business department: bringing on IT support, a request from advisory board input. Manufacturing					
3. Measurable Outcomes (report results in next APR):					
150 secondary and postsecondary students will earn various industry recognized credentials (OSHA, CAN, etc.) by the end of May 2025.					

1. 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.

New programs planned for FY2025 at NTC are cosmetology, Information Technology - Tech Technician Diploma and Computer Information Tech AAS

New programs planned for FY2025 for secondary programs include but are not limited to:

Cass Lake: middle school career awareness program for linking business, Family and Consumer Science, and Manufacturing careers to the high school; an introductory pathway.

Nevis: supporting unique industry-recognized credentials related to construction careers. Also in Nevis; a new health science program for Nursing Assistants.

Walker: A revived business program is expanding.

Park Rapids: Support of a childcare certificate program being offered via a collaboration of community services, funding sources, district support, and business partnerships. A culinary program for farm-to-table will begin 2024-25 school year as a unique response to local farming.

Kelliher: Emerging as a state leader in meat production/processing in Agriculture and Family and Consumer Science programs.

All the above-mentioned programs include a strong, active component of student organizations.

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

Special populations are offered services and considerations through programs of support for academic achievement and life skills guidance via district policies.

The new programs will be promoted on the NTC website, press releases will be created for local and regional news outlets, the office of communications and marketing is creating a digital marketing blitz. There is an open house scheduled for early fall for the cosmetology space.

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: Element 2, Need C; Element 3, 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"/>
Survey results reveal that over 80% of teachers and administrators feel they do not have a strong advisory boards.					
2. Strategies to address need:					
Redesign the current advisory board system to network rural schools into a consortium-wide process for sharing advisory board members. This will also give business/industry/workforce advisory opportunities to contribute in a larger area.					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Design and introduce a workable advisory board model for secondary schools to utilize on/before Oct. 1, 2024 to increase board participation by 15%. • Conduct the first advisory board meeting using the new model on/before October 15, 2024. 					

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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.

Alignment of curriculum with advisory board recommendations and collaboration; supporting site visits and guest speakers; bringing career awareness to middle school grades via hands-on projects; disseminating career information and promotional materials in schools at grade levels 5-12; keep teachers informed of industry activities and opportunities for externships, internships; support student organizations for participation at the local, state, and national level.

- b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.

Welcome Day at NTC includes a resource fair for students. Representatives attend from CareerForce, Rural MN CEP as well as other workforce boards and industry partners. Utilizing available materials, become a central distribution point for local, state-wide, and national workforce information from business/industry. Include information in all training and workshop events and build it into pilot programs.

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

ABE – Ability to Benefit, NTC in partnership with Adult Basic Education has 2 participants registered and taking courses within the Healthcare pathway. Continued work and support for additional students to take courses at NTC while completing their GED.

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.

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	\$1000
3.	Postsecondary Subtotal	\$1000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	\$3000
6.	Secondary Subtotal	\$3000
7.	TOTAL	\$4000

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: Element 1, 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 checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
State performance indicators reflect low attainment of a working application in math and literacy. This is reported as a national problem that occurs in the state- and region-wide area. Functional math, usually addressed in grades 1-5, has not been sufficiently retained in higher grades so that students may apply this skill in career programs.					
2. Strategies to address need:					
<ul style="list-style-type: none">• Appropriate math and literacy components (based on state standards and application-based) will be designed into curriculum that builds on students' current abilities.• Teachers will be offered workshops and materials that emphasize methods for imbedding math and literacy into work-based learning applications.• Pilot programs in various grade levels will be used for testing the newly designed components.					
3. Measurable Outcomes (report results in next APR):					
15 teachers will participate in curriculum development: examining state standards and incorporating math and literacy into content. The curriculum development will take place by May 15, 2025.					

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 type="checkbox"/>
2. Strategies to address need:					

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

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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Strategies to address need:					
3. Measurable Outcomes (report results in next APR):					

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

1. Providing teachers with the best methods of modifying and incorporating math and literacy into existing curriculum.

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2. Imbedding academic standards applicable to the identified parts of the program area. (i.e. measuring, percentages, volume calculations, specific notetaking, etc)
 3. Review data from student outcomes in testing and applications of math and literacy.

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: Element 5, 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 type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Nontraditional program enrollment					
2. Strategies to address need:					
Increase outreach to consortium and area high schools, identify nontraditional students in programs to talk about their learning journey and why they are interested in those fields.					
3. Measurable Outcomes (report results in next APR):					
NTC will host on-campus events throughout the 2024/25 school year, including health care exploration in the fall 2024 and spring 2025 and women in trades in March 2025 to increase awareness and interest of programs offered at NTC and careers associated with the programs.					

NEED B: Element 5, 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"/>
Special population students earning postsecondary credential.					
2. Strategies to address need:					
Utilize the AIRC Coordinator position at NTC to support students in retention as well as supporting them through program completion.					

3. Measurable Outcomes (report results in next APR):
<p>Increase completion of postsecondary credential, continued enrollment in 2-year programs after year 1 by 5% by end of 2025.</p>

NEED C: Element 5, 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 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Networking teachers in high America Indian enrollment districts to share information and strategies for introducing skills that prepare students with career choices/skills and also recognize traditional customs. An additional need is for the American Indian staff to have an integral role in sharing ideas for maximizing positive curriculum involvement by students. 					
2. Strategies to address need:					
<p>Include American Indian counselors, advisors, and staff to fully participate in the curriculum planning and integration process.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Participation in CTE POS by American Indian students will be maintained or see a measured increase by 5% by the end of the 2024/25 school year.</p>					

4. 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?

Clearly identify barriers as posed by American Indian counselors, advisors and staff and plan accordingly.

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

Special populations will be included in considerations of location, industry, special accommodations, and connections to opportunities in business/industry.

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

Preparation will include a safe environment for learning, pathways for making choices, and professional development within the CTE network to inform all educational components.

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

Discussion of district policy concerning access and equity in CTE will be an on-going part of curriculum development.

Providing coordinated supportive services through the Student Success Center at NTC.

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 checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<ul style="list-style-type: none"> Licensing for WBL coordinators is a priority since there are many new and out-of-field staff finishing up their requirements. Additional identified needs include linking business/industry with opportunities being created in WBL programs. 					
2. Strategies to address need:					
<ul style="list-style-type: none"> Connect and support WBL coordinator candidates with proper licensing avenues. Support industry-recognized credentials. Create networking opportunities for business/industry with WBL programs. 					
3. Measurable Outcomes (report results in next APR):					
Three schools will increase the number of WBL teachers, which will increase WBL programs at their schools by the end of the 2024/25 school year.					

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 type="checkbox"/>
2. Strategies to address need:					

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

4. 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.

At NTC, students enrolled in health care fields engage in clinicals at area hospitals and clinics. Plumbing and electrical students, in partnership with Bemidji HS, provide those services to the house that is built each year.

At the secondary levels, several districts have active WBL programs such as Bemidji High School Academies and Park Rapids Panther Tracks. BHS opportunities include job shadowing and additional benefits of Youth Skills Training and other related activities. Panther Tracks provides a clear, effective pathway for preparation for WBL.

- 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.

1. Outreach to employers in the region for career information sharing in the industry and requests for participation on advisory boards for CTE programs relating to the industry.

2. Increase community awareness of the role of WBL by highlighting program activities for publication.

3. Keep employers informed and engaged in WBL by regularly updating program features and requesting feedback through advisory roles.

4. Expose students to a wide range of industries and occupations by supporting site visits and guest speakers.

5. Support intentional preparation and opportunities for reflection through continuous curriculum review and improvements that address workplace training. Teacher workshop opportunities will be offered throughout the fiscal year that also include improving methods of teaching literacy and mathematics for CTE.

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

Support for strengthening advisory boards via planning meetings, school tours, and workshop events.

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: Element 2, 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"/>
Expand opportunities for students to earn industry-recognized credentials and postsecondary early college options.					
2. Strategies to address need:					
<ul style="list-style-type: none"> Encourage students to participate in courses that provide industry recognized credentials Inform students/parents of these opportunities 					
3. Measurable Outcomes (report results in next APR):					
Maintain and expand student enrollment in courses that provide an industry recognized credential or early college credit by the end of the 2024/25 school year.					

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 type="checkbox"/>
2. Strategies to address need:					

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

4. 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?
- Nursing Assistant PSEO opportunity at Cass Lake-Bena and Bemidji HS. Both schools have created a sim lab and an NTC faculty member travel to the schools so that transportation isn't a barrier
 - Online College in the High School courses
 - NTC/BHS partnership with PSEO/articulated credits in HVAC, plumbing and electrical, also extended programs with Lake-of-the-Woods and Northome.
 - Healthcare/Nursing Assistant training in Nevis, and Park Rapids.

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.

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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: Element 4, 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 type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Collaborate and provide appropriate and needed professional development for secondary and post-secondary instructors and advisory boards to enhance curriculum and meet industry standards.					
2. Strategies to address need:					
<p>Strong indicators in the CLNA show a need to continue and grow professional development activities within the consortium.</p> <ul style="list-style-type: none"> • Specialized training for upgraded equipment. • expand professional development networks. • Research training programs that will enhance professional development and that offer certificates of completion. • Support attending trades shows and association events. • Leverage additional, outside grant funds to expand professional development networks. • Support will be provided for out-of-field teachers to obtain proper licensing. 					
3. Measurable Outcomes (report results in next APR):					
<p>Train 50% of CTE faculty members on new equipment for their respective programs for the 2024/25 school year.</p> <p>By the end of the fiscal year, identify and enroll teachers in at least 3 certificate-granting professional development programs that align with our organizational needs, with a target of 85% of participants completing their chosen program and receiving a certificate.</p>					

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 type="checkbox"/>
2. Strategies to address need:					
3. Measurable Outcomes (report results in next APR):					

4. Provide additional narrative to address the following:
- 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.

North Country will participate in recruitment/retention activities of education professionals such as professional associations, and presentations to prospective teachers. Support will be provided for out-of-field teachers to obtain proper licensing. Participation in partnerships with special populations to recruit and train individuals showing an interest in becoming professional educators, particularly among American Indian populations.

- 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.

Networking teachers in similar programs across districts and with postsecondary faculty. Offering mentoring as needed for curriculum development. Supporting continued education to further industry-recognized credentials.

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: Element 1, 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 checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Applicable math and literacy standards in CTE POS curriculum for all pilot programs in grades 5-12					
2. Strategies to address need:					
Pilot programs modeling and instructing effective methods of incorporating functional math and literacy in new and emerging curriculum will be presented to teachers to experience hands-on. Assessment of current math and literacy components and additional methods and materials will be developed throughout the year.					
3. Measurable Outcomes (report results in next APR):					
Teachers modify CTE curriculum by January 2025 to include methods of teaching math and literacy. Data will be gathered in March 2025 to show outcomes.					

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 checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Nontraditional program enrollment.					
2. Strategies to address need:					

Increase outreach to consortium and area high schools, identify nontraditional students in programs to talk about their learning journey and why they are interested in those fields.

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

NTC will host on-campus events throughout the 2024/25 school year, including health care exploration in the fall 2024 and spring 2025 and women in trades in March 2025 to increase awareness and interest of programs offered at NTC and careers associated with the programs.

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

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

All grade levels appear to be struggling with math and literacy achievement at grade level.

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

Functional levels of math and literacy state standards will be reviewed and designed to be obvious components in CTE curriculum.

Methods of teaching math and literacy will be offered in teacher workshops and through other delivery means.

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: Element 3, 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"/>
Survey results reveals that over 80% of teachers and administrators feel they do not have a strong advisory board.					
2. Strategies to address need:					
<ul style="list-style-type: none">• Design a model for a central advisory board that contributes to rural districts that have extremely limited access to business and industry contacts.• Allow business and industry representatives to become informed of the high level of skills-based training students are receiving; ask for feedback for program improvements; and request further buy-in for industry training, site tours, and guest speakers.					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none">• Design and introduce a workable advisory board model for secondary schools to utilize on/before Oct. 1, 2024 to increase board participation by 15%.					

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 type="checkbox"/>
2. Strategies to address need:					

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

4. 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.

Per the Perkins V Operational Handbook, page 11, the consortium governance structure is determined by the consortium with the following requirements:

- The superintendent(s) and college president(s) of participating secondary and postsecondary consortium members identify at least one secondary and one postsecondary Perkins coordinator.
For the North Country Consortium, those leaders are Elaine Hoffman at the secondary level, and Sarah Behrens at the postsecondary level.
- Each consortium must develop a single biennial application and unified budget to guide the planning, implementation, and use of funds for improving CTE programs in their consortium. Budgets must be updated annually.
- Each consortium identifies one secondary fiscal host school district and one postsecondary fiscal host college with the responsibility to manage funds distributed to the consortium in accordance with the Perkins V Act and Minnesota state law. For the North Country Consortium, North Country Vocational Cooperative Center ISD919 is the secondary fiscal agent, Northwest Technical College is the postsecondary fiscal agent.
- The defined leadership structure of the consortium maintains authority for all secondary and postsecondary spending decisions. Independent spending authority may not be delegated to any individual school district or college partner.
- The consortium’s biennial application includes initiatives to support the mission and vision for CTE in Minnesota as established by the Minnesota State Perkins Plan and the plan to meet state-determined levels of performance, as required under the law

by the U.S. Department of Education, Office of Career, Technical, and Adult Education.

- The consortium application receives approval and signature support from each member school district superintendent and each member college president to show agreement with the content and to indicate understanding of requirements.

The North Country Consortium reviews secondary funding requests with the Perkins/NCVCC Leadership team, which consists of 5 – 6 CTE representatives from various school districts within the consortium and postsecondary representation. Postsecondary expenditures are decided as part of the Northwest Technical College budget process with input from faculty, administration, and staff and is informed by the priorities identified by the Leadership team. Information on postsecondary budget items is shared with the Leadership team.

In reviewing funding requests, the North Country Perkins Consortium Leadership team abide by the Perkins V Operational Handbook, page 31-32, when determining whether the use of federal Perkins V Grant funds is appropriate. The North Country Perkins Consortium Leaders consider the following questions:

- Does this use of funds constitute “supplanting” of other funding sources?
- Is the expense reasonable?
- Does it meet the intent of size, scope, and quality as specified in the Perkins V law and in the Minnesota 4-Year State Plan?
- Is the expense necessary?
- Is the expense allowable? Does the expenditure comply with the uses of funds specified in Section 135(b) of Perkins V and with the Education Department General Administrative Regulations (EDGAR)? Prepare to identify and describe the following specific considerations as they apply to the expenditure:
 - o Which Perkins V use of funds under Section 135(b) is being addressed?
 - o How does the expenditure support the consortium’s programs of study?
 - o How does the expenditure support the recruitment, retention, and training of CTE professionals?
 - o How does the expenditure support special populations as identified in Perkins V?
- Does your comprehensive local needs assessment support the expenditure?
- Has the expenditure been vetted with your consortium’s governance team?
- Is the focus of the expenditure on systems alignment and program improvement?

Who is responsible for maintaining fiscal records within the consortium?

Each consortium identifies one secondary fiscal host school district and one postsecondary fiscal host college with the responsibility to manage funds distributed to the consortium in accordance with the Perkins V Act and Minnesota state law. For the North Country Consortium, ISD919 is the secondary fiscal agent, and Northwest Technical College is the postsecondary fiscal agent.

Are member school districts responsible for maintaining documentation for Perkins inventory in their possession?

Each school district and ISD919 maintain the equipment inventory for secondary.

Northwest Technical College postsecondary coordinator tracks purchases and maintains inventory.

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: Element 2, 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 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Collaborate and provide appropriate and needed professional development for secondary and post-secondary instructors and advisory boards to enhance curriculum and meet industry standards.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<ul style="list-style-type: none"> • Encourage training opportunities offered by regional business and industry. • Network training in program pathways at the post-secondary level. • Strengthen the structure of advisory boards. • Collaborate with Perkins consortium directors' group to share PD information and training sessions. 					
3. Measurable Outcomes (report results in next APR):					
<ul style="list-style-type: none"> • Design and introduce a workable advisory board model for secondary schools to utilize on/before Oct. 1, 2024 to increase board participation by 15%. • Increase secondary/postsecondary/business & industry collaboration to discuss/support existing CTE programs, alignment of industry standards and current curriculum requirements by the end of the 2024-2025 academic year. 					
NEED B: Element 2, Need A	This Need is in Element(s):				

2. 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"/>
Faculty survey results indicate the need to evaluate equipment to assure adequate alignment with CTE curriculum and upgrade equipment as needed to strengthen, expand, and sustain programs.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
3. Strategies to address need:					
<ul style="list-style-type: none"> Evaluate equipment upgrade impact for industry-grade alignment, facility capacity, necessary safety measures, networking opportunities for sharing technologies, training schedules, and curriculum redesign. Budget adequate funds and leverage additional funds, when possible, to obtain high quality equipment. 					
4. Measurable Outcomes (report results in next APR):					
100% of completed equipment selection, installation, and training will be completed by May 1, 2025.					

5. Provide additional narrative to address the following:

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

NA

- b. 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.

New programs planned for FY2025 at NTC are cosmetology, Information Technology - Tech Technician Diploma and Computer Information Tech AAS

New programs planned for FY2025 for secondary programs include but are not limited to:

Cass Lake: middle school career awareness program for linking business, Family and Consumer Science, and Manufacturing careers to the high school; an introductory pathway.

Nevis: supporting unique industry-recognized credentials related to construction careers. Also, in Nevis; a new health science program for Nursing Assistants.

Walker: A revived business program is expanding.

Park Rapids: Support of a childcare certificate program being offered via a collaboration of community services, funding sources, district support, and business partnerships. A culinary program for farm-to-table will begin 2024-25 school year as a unique response to local farming.

Kelliher: Emerging as a state leader in meat production/processing in Agriculture and Family and Consumer Science programs.

All the above-mentioned programs include a strong, active component of student organizations.

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 2024 Local Application

Consortium Name:	North Country
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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):

The following steps were used in developing a process for survey data collection and analysis:

- Surveys from a previous CLNA were reviewed and modified to include added questions about advisory boards and equitable access to courses.
- Processes, using a regional approach, were reviewed, and discussed with a collaborative group of Perkins leaders.
- Qualtrics surveys distributed to Postsecondary students, faculty, and administration.
- Secondary survey participants were carefully selected so an accurate balance of results could be possible. This was done to properly represent the high population of American Indian students in several North Country districts to avoid skewing results.
- Methods of data collection included printed surveys, online distribution of surveys, interviews with teachers, counselors, administrators and students, feedback from advisory boards,
- Survey responses were reported with a percentage rating where applicable and anecdotal comments were recorded.
- Additional data was gathered from industry and employment reporting systems, articles, reporting statistics, and surveys submitted by North Country at professional development workshops. Also, to maximize relevant data, anecdotal comments made by industry leaders about the state of the local workforce were included in decisions of prioritizing needs.
- NCVCC and NTC collaboratively discussed the data in aligning prioritized needs within each element of the CLNA.

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:

[illegible]

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:

Nontraditional program enrollment: In reviewing the Consortium Performance Review, 3P1 is still an area of improvement. Although in 2022 the percent of nontraditional enrollment was 7.65% it dropped to 6.18% for 2023. There is an increase in men in health care – 8%.

E1-Need B

The survey of teachers indicated that there was a need for applicable math and literacy standards in CTE POS curriculum for all pilot programs in grades 5-12 including CTE pathways in middle school feeder programs.
Levels of proficiency in mathematics and reading at the secondary level show a dramatic drop over the past three reporting years. Teachers' survey responses indicate curriculum changes are required to address basic, fundamental levels of math and reading.

E1-Need C

Special population students earning postsecondary credential. While NTC meets the indicator 2P1 – only 40% of American Indians enrolled are earning the recognized postsecondary credential.

E1-Need D

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:

Faculty survey results indicate the need to evaluate equipment to assure adequate alignment with CTE curriculum and upgrade equipment as needed to strengthen, expand, and sustain programs. In conjunction with equipment, survey data show teachers' interest in participating in training to upgrade skills, methods, networking, and industry-related credentials.

E2-Need B

Expand opportunities for students to earn industry-recognized credentials. Business and industry leaders expressed a strong need for students to be prepared at the secondary level with industry-recognized credentials. Student survey data reflected a desire for opportunities to earn credentials and this aligned with teachers' willingness to prepare and add industry-recognized credentials to curriculum. Expand Programming: Need to add Cosmetology Program at NTC. Is an occupation in demand according to DEED data, high skills – license issued by MN Board of Cosmetology. According to EDEPS – hairdressers, hairstylists, and cosmetologists have a much faster than average growth rate in Minnesota. Locally, every salon in town is fully booked and in need of staff so they can grow, and the wait is less for customers. This need aligns with NTC's strategic priority to increase responsiveness to workforce needs. NTC is also updating programs within the Business department: bringing on IT support, a request from advisory board input.

E2-Need C

Collaborate and provide appropriate and needed professional development for secondary and post-secondary instructors and advisory boards to enhance curriculum and meet industry standards. Administration and teacher data show a need for improving advisory board organization and feedback process. Also noted it teachers' response to district-provided professional development as "irrelevant" (74%) and a majority preference for "Perkins-provided PD."

"Perkins-provided" is PD specific to equipment and teaching methods focused on updating and refreshing skills.

Examples: School shop safety: American Red Cross certifications, safety policy, and equipment maintenance.

Introduction to new CNC tooling and applications.

FCS software-based textile operations.

Pilot program participation in augmented reality welding, electrical circuits and 3d printing.

Presentations by industry representatives on new equipment functions and applications.

E2-Need D

E2-Need E

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:

Survey results reveals that over 80% of teachers and administrators feel they do not have a strong advisory boards.

E3-Need B

E3-Need C

E3-Need D

E3-Need E

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:

Professional development to retain and train CTE professionals

E4-Need B

Utilize a strong mentorship program in an effort to retain and recruit new/replacement teachers because many teachers are currently on OFP's. A high percentage of CTE teachers are out-of-field and benefit from mentorship, networking, and professional development.

Networking partnerships have developed in several programs which are leading to POS. Examples include health science supported by outside grant funding in Park Rapids and Laporte networking with the newly-approved POS in Nevis to share CNA strategies for curriculum and equipment and to build programs in all of the districts.

Equipment has been fundamental in expanding child care programs in Kelliher, Park Rapids, and Blackduck; most of which comes from outside sources but clears the way for POS and certifications in all of the districts.

Full implementation requires a combination of funding sources for these programs and others to provide industry-level equipment and professional development for teachers. District admin identify the greatest barrier to CTE student participation is funding and resources, while also saying equipment upgrades and learning spaces are being considered

75% of teachers identified "collaboration with other local districts on curriculum, equipment, and/or CTE teachers as a strength in regards to CTE courses and programs of study."

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:

Increase enrollment of nontraditional students; specifically women in trades, men in healthcare.

E5-Need B

Special population students earning postsecondary credential.

E5-Need C

Networking teachers in high America Indian enrollment districts to share information and strategies for introducing skills that prepare students with career choices/skills while recognizing traditional customs.

E5-Need D

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:	\$178,640.22	\$68,276.99	\$246,917.21
Postsecondary Allocation:	\$98,435.16	\$68,276.99	\$166,712.15
Total Consortium Allocation:	\$277,075.38	\$136,553.98	\$413,629.36

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.
	Enter Budget Line Items on the Basic Funding SEC 428 Worksheet. A. Enter the consortium name in cell A1. B. Select appropriate UFARS code using arrow to the right of the cell. C. Enter a description of the item.

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]

North 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
			Therapeutic Services, Business, FCS, T&I	
				\$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
304 Federal Subawards and Subcontracts - Amount up to \$25,000	Director's wages		\$15,000.00	\$15,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	professional development		\$12,000.00	\$12,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	consulting/stipends		\$13,863.15	\$13,863.15
303 Federal Subawards and Subcontracts - Amount up to \$25,000	equipment		\$24,000.00	\$24,000.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$64,863.15	\$64,863.15
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,413.84
2024-2025 Proposed Budget		\$0.00	\$64,863.15	\$68,276.99

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.		
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.		

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.*

*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.*

>Basic 428

\$8,932.01: 5% Admin.

\$60,000: Director's Wages

\$5,000: Travel. The distance from the northern-most district to the southern-most is 155 miles.

\$200: MACTA and others

The CLNA data indicate a need for support of industry-based, manufacturing training support as well as all other areas of CTE in NW MN. The funds will be used primarily to expand and strengthen the programs in North Country districts and also to upgrade current program equipment. That will require professional development for CTE teachers.

Nar 2: Park Rapids - Equipment for new AG lab: \$6,000 or to be determined.

Program development in Walker, Kelliher, Indus and other districts as needed: \$8,000 or to be determined.

Upgrades to POS for new teachers (primarily Cass Lake/Bena and others as needed): \$12,000

Nar 3: Support for work-based program connections via career fairs: the prime schools are Park Rapids and Bemidji Academies. These will be the central schools to which the other North Country CTE programs will be invited to participate.(PD/consultants)

Nar 4: As per the CLNA results, professional development is high on the list for teacher needs and will be required to upgrade equipment and new methods of teaching. Also, the need for additional safety training as we add new equipment is necessary. Professional development.

Upgrading equipment is a continuous, on-going necessity for each district to address needs of CTE in the region. This budget amount is set aside for requests resulting from the time teachers have had to contemplate course offerings while working through COVID. There is a new mind-set in education that will be explored, evaluated, and supported. Equipment to schools.

Nar 5: Special populations have been supported with services that strive to meet the unique needs particularly of American Indians, the most prevalent special population in this area.

Nar 6: Funds for outreach to WBL in each district will be available for upgrading information and extending **professional development opportunities for networking across the network and district.**

Nar 7: OCHS is utilized by many of the districts and many students have benefited greatly by the offerings. Funds will be available to support networking and professional development for teachers.

Nar 8: Several districts are transitioning to CTE via community experts and out-of-field teachers. Support will be provided for teachers who are pursuing licensure or upgrading credentials in other ways (i.e. special industry certifications).

Nar 9: The search for effective methodologies in evolving CTE programs is on-going. As equipment/software upgrades are made, the training for teachers on methods of teaching must correspond to this increase. Funds will be used to research and deliver updated methods as they are discovered.

Nar 10: Director's wages, travel, subscriptions, and admin of 5%.

Reserve 475: Nar 11: %5 admin. Director's wages for participation in collaborative regional district consortium. Appropriate equipment, technology and instructional materials

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.*

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.*

--

*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.*

Nar 11: %5 admin. Director's wages for participation in collaborative regional district consortium. Appropriate equipment, technology and instructional materials aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other instructional materials. Another focus will be on integrating emerging technologies into all North Country districts and forming a collaborative network for sharing equipment and software. This addresses the CLNA data showing a need for regional/state-wide advanced manufacturing training. Safety policy development and training and equipment training will take place simultaneously. Expanding opportunities for students to participate in distance career and technical education and blended-learning programs. Continuation of developing curriculum in alternative formats and exploring new methods of teaching. (aka connecting industry methods of operation to secondary methods of instruction) Expanding opportunities for students to participate in competency-based education programs and obtain industry-recognized credentials. Support for instructors and students to expand the benefits of CNC/advanced manufacturing technologies via equipment and methods of industry-level processes, field trips to industry and post-secondary schools/other secondary schools, post-secondary training awareness.

Narrative Funding--Postsecondary

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
Personnel	percent of Perkins Coordinator Salary										\$ 55,210.50	\$55,210.50
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,210.50	\$55,210.50
digital scanner	% of digital scanner for dental assisting		\$14,967.19									\$14,967.19
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$14,967.19	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$14,967.19
professional development	Professional Development - participation in fellowships, leadership opportunities								\$11,000.00			\$11,000.00
professional development	Nursing professional development								\$6,650.00			\$6,650.00
AAPC	AAPC content renewal for credential				\$3,700.00							\$3,700.00
membership	subscription to ctecreditmn							\$1,907.47				\$1,907.47
student support	student support tutors/mentor for special populations					\$5,000.00						\$5,000.00
												\$0.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$3,700.00	\$5,000.00	\$0.00	\$1,907.47	\$17,650.00	\$0.00	\$0.00	\$28,257.47
Administration—Federal and Nonpublic Indirect Cost [Chargeback]—No more than 5% of Total (Enter amount in YELLOW cell at right)												\$0.00
2024-2025 Proposed Budget		\$0.00	\$14,967.19	\$0.00	\$3,700.00	\$5,000.00	\$0.00	\$1,907.47	\$17,650.00	\$0.00	\$55,210.50	\$98,435.16

[illegible]

North 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
			Therapeutic Services, Business, FCS, T&I	
percent of Salary	AIRC Coordinator		\$40,000.00	\$40,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$40,000.00	\$40,000.00
equipment for cosmetology	equipment for new program		\$5,000.00	\$5,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$5,000.00	\$5,000.00
curriculum development	curriculum development for cosmetology		\$5,000.00	\$5,000.00
curriculum development	developing curriculum for - Information Technology - Tech Technician Diploma and Computer Information Tech AAS		\$8,500.00	\$8,500.00
curriculum exploration & development	industry meetings/input, curriculum development, Alignment with specific industry related tasks, creating clear path for CPL.		\$7,000.00	\$7,000.00
career exploration	Attend Upper Midwest Electrical EXPO for student day, industry tours		\$2,776.99	\$2,776.99
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$23,276.99	\$23,276.99
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		\$0.00	\$68,276.99	\$68,276.99

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.		
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.*

Personnel expenditures: % of Perkins Coordinator Salary - \$55210.50 - Narrative 10. % of AIRC Coordinator Position - \$40000.00 Narrative 5/11 - Identified need - support special populations specifically American Indian students in completing postsecondary credentials.

*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.*

% of a digital xray scanner for dental assisting - just under \$15000.00 - narrative 2/6 - has been requested by dental assisting advisory board for 2 years. \$5000.00 for equipment for new program Cosmetology.

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.

The bulk of the funds are allocated for professional development and support for students. Funds allocated for registration for HEC Conference, Professional development for dementia training within the Health Sciences as well as Mental Health First Aid Train the Trainer for nursing faculty. MHFA supports nursing students enrolled in psycho/social course in working with patients experiencing a mental health challenge, which is a learning objective for the course. Additional funds are used to support pre-college articulation credits and support to students - faculty staff surveys indicated a need for professional development and student support/retention - narrative 2/4/5/7/8

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.

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.

The bulk of the funds are allocated for professional development and support for students. Funds allocated for developing curriculum for new programs Information Technology - Tech Technician Diploma and Computer Information Tech AAs, Cosmetology, Manufacturing. Funds are allocated to support industry meetings within Manufacturing, including creating a clear path for Credit for Prior Learning.

Consortium Plan: Budget Summary 2022-2023

<div> <div>North Country</div> <div> July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives </div> </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	\$31,000.00		\$31,000.00
	Postsecondary		\$14,967.19	\$14,967.19
	Total	\$31,000.00	\$14,967.19	\$45,967.19
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$4,000.00		\$4,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$4,000.00	\$0.00	\$4,000.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$29,000.00		\$29,000.00
	Postsecondary		\$3,700.00	\$3,700.00
	Total	\$29,000.00	\$3,700.00	\$32,700.00
Narrative 5: Special Populations	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$5,000.00	\$5,000.00
	Total	\$1,000.00	\$5,000.00	\$6,000.00
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	\$0.00		\$0.00
	Postsecondary		\$1,907.47	\$1,907.47
	Total	\$0.00	\$1,907.47	\$1,907.47
Narrative 8: Support for Professionals	Secondary	\$12,508.21		\$12,508.21
	Postsecondary		\$17,650.00	\$17,650.00
	Total	\$12,508.21	\$17,650.00	\$30,158.21
Narrative 9: Performance Gaps	Secondary	\$26,000.00		\$26,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$26,000.00	\$0.00	\$26,000.00
Narrative 10: Governance	Secondary	\$74,132.01		\$74,132.01
	Postsecondary		\$55,210.50	\$55,210.50
	Total	\$74,132.01	\$55,210.50	\$129,342.51
Narrative 11: Reserve Funds	Secondary	\$68,276.99		\$68,276.99
	Postsecondary		\$68,276.99	\$68,276.99
	Total	\$68,276.99	\$68,276.99	\$136,553.98
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$12,345.85		\$12,345.85
	Postsecondary		\$0.00	\$0.00
	Total	\$12,345.85	\$0.00	\$12,345.85
PLAN TOTALS	Secondary	\$246,917.21		\$246,917.21
	Postsecondary		\$166,712.15	\$166,712.15
	Total	\$246,917.21	\$166,712.15	\$413,629.36

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$178,640.22	\$68,276.99	\$246,917.21
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$98,435.16	\$68,276.99	\$166,712.15
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: _____	
College President's Name (Print): _____	
Signature _____	Date _____
email: _____	
Phone: _____	

District Name: <u>Walker-Hackensack-Akeley</u>	
District Number/Type: <u>#113</u>	
Superintendent's Name - (Print): <u>Kevin Weller</u>	
Signature <u>[Signature]</u>	Date <u>4/18/24</u>
email: <u>tcampere@whschools.org</u>	
Phone: <u>218-547-5322</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: _____

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

District Name: <u>Nevis Public School ISD 308</u>	
District Number/Type: <u>0308-01</u>	
Superintendent's Name -- (Print): <u>Gregg L. Parks</u>	
 Signature	<u>4/18/2024</u> Date
email: <u>supt308@nevis308.org</u>	
Phone: <u>218-652-1203</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: _____

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

District Name: <u>South Koochiching - Rainy River</u>	
District Number/Type: <u>0363 / Public PreK-12</u>	
Superintendent's Name - (Print): <u>Jeremy Tammi</u>	
Signature <u>Jeremy Tammi</u>	Date <u>4/18/24</u>
email: <u>jeremy.tammi@isd363.org</u>	
Phone: <u>(218) 897-5275 Ext. 153</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: _____

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

District Name: <u>BLACKDUCK PUBLIC SCHOOLS</u>	
District Number/Type: <u>8032-01</u>	
Superintendent's Name - (Print): <u>MARK LUNDIN</u>	
	<u>4/18/24</u>
Signature	Date
email: <u>MLUNDIN@BLACKDUCK.K12.MN.US</u>	
Phone: <u>218-835-5204</u>	

(Duplicate as needed)

13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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>CASS Lake - Bena Public Schools</u>
District Number/Type:	<u>01-115</u>
Superintendent's Name - (Print):	<u>Sue R Chase</u>
<u>Sue R Chase 4/18/2024</u>	

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>Bemidji Area Schools</u>	
District Number/Type: <u>031</u>	
Superintendent's Name – (Print): <u>Jeremy Olson</u>	
Signature  _____	Date <u>4/18/24</u>
email: <u>dr.jeremy-olson@isd31.net</u>	
Phone: <u>218-407-9645</u>	

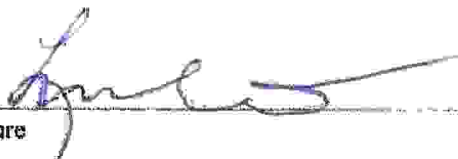
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>TREKNORTH JR + SR HIGH SCHOOL</u>	
District Number/Type: <u>4106-07</u>	
Superintendent's Name - (Print): <u>Kristin Gustafson</u>	
Signature  _____	Date <u>4-24</u>
email: <u>kgustafson@treknorth.org</u>	
Phone: <u>218 444-1888</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: NORTH COUNTRY

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

District Name: <u>Bug-O-Nay-Ge-Shig School</u>	
District Number/Type: <u>#1115</u>	
Superintendent's Name - (Print): <u>Dan McKeon</u>	
Signature <u>Dan McKeon</u>	Date <u>4-24</u>
email: <u>damckeon@bugschool.k12mn.us</u>	
Phone: <u>218 - 665-3000</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: _____

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

District Name: <u>Berk Rapids Area Schools</u>	
District Number/Type: <u>0309</u>	
Superintendent's Name - (Print): <u>Lance Bagstad</u>	
Signature <u>Lance Bagstad</u>	Date <u>4/19/24</u>
email: <u>lbagstad@brkskips.k12.mn.us</u>	
Phone: <u>218-237-6801</u>	

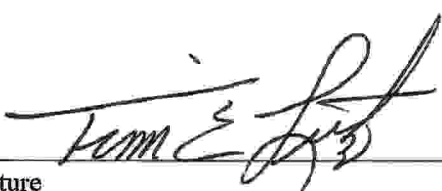
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: <u>Red Lake School District</u>	
District Number/Type: <u>0038/01</u>	
Superintendent's Name – (Print): <u>Tim E. Lutz</u>	
Signature  _____	Date <u>4-19-2024</u>
email: <u>Hutz@redlake.k12.mn.us</u>	
Phone: <u>28-679-3353 (x1001)</u>	

(Duplicate as needed)

be conducted in accordance with state 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>Kelliker</u>	
District Number/Type: <u>0036-01</u>	
Superintendent's Name – (Print): <u>Paul Grogan</u>	
Signature	Date
email: <u>pgrogan@kelliker-k12-mn.us</u>	
Phone: <u>(218) 649-8286</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: _____

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

District Name: <u>Laporte</u>	
District Number/Type: <u>0306-01</u>	
Superintendent's Name - (Print): <u>AJ Dombek</u>	
Signature  _____	Date <u>4/24/24</u>
email: <u>aj.dombek@laporte.k12.mn.us</u>	
Phone: <u>(218) 224-2288 x 1009</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

Northwest Technical College

College President's Name (Print): _____

Ketmani Kovanchoo

Signature _____



Date _____

4/23/24

email: _____

Ketmani.Kovanchoo@ntcmn.edu

Phone: _____

218-333-6611

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: NORTH COUNTRY

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

District Name: <u>North Country Vocational Cooperative Center</u>	
District Number/Type: <u>919</u>	
Superintendent's Name - (Print): <u>Elaine Hoffman, Ph.D.</u>	
Signature <u>Elaine Hoffman</u>	Date <u>4-24</u>
email: <u>dzncvcc@paulbanyan.net</u>	
Phone: <u>(218)-755-4594</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: North Country Consortium

College: _____

College President's Name (Print): _____

Signature

Date

email: _____

Phone: _____

District Name: Lake of the Woods School District

District Number/Type: 0390-10

Superintendent's Name - (Print): Jeff Nelson

Signature

Date

email: jeff-nelson@lakeofthewoodsschool.org

Phone: 218-634-2510

(Duplicate as needed)