

### Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2024 – June 30, 2025 (FY25)
<b>Consortium Name:</b>	Pine to Prairie Northland
<b>Total Award Budget:</b>	\$576,214.23

### 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.

Northland Community and Technical College	
Pine to Prairie Cooperative Center	
Ada-Borup West Public School Independent School District 2910	
Badger Public School Independent School District 676	
Bagley Public School Independent School District 162	
Clearbrook-Gonvick Public School Independent School District 2311	
Climax-Shelly Public School Independent School District 592	
Crookston Public School Independent School District 593	
East Grand Forks Public School Independent School District 595	
Fertile-Beltrami Public School Independent School District 599	
Fisher Public School Independent School District 600	
Fosston Public School Independent School District 601	
Goodridge Public School Independent School District 561	
Greenbush-Middle River Public School Independent School District 2683	
Grygla Public School Independent School District 447	
Kittson County Central Public School Independent School District 2171	
Lancaster Public School Independent School District 356	
Mahnomen Public School Independent School District 432	
Marshall County Central Public School Independent School District 441	
Norman County East Public School Independent School District 2215	
Red Lake Central Public School Independent School District 2906	
Red Lake Falls Public School Independent School District 630	

Roseau Public School Independent School District 682	
Stephen-Argyle Public School Independent School District 2856	
Thief River Falls (Lincoln High School) Public School Independent School District 564	
Tri-County Public School Independent School District 2358	
Warren-Alvarado-Oslo Public School Independent School District 2176	
Warroad Public School Independent School District 690	
Waubun-Ogema-White Earth Public School Independent School District 435	
Win-E-Mac Public School Independent School District 2609	

## 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 (PATHWAY)	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
Agribusiness Systems	Both	Y	N	Y	55	22
Administrative Support e.g. First Line Supervisors	Both	Y	N	Y	218	4
Accounting e.g. Accountant	Both	Y	y	Y	318	9
Restaurant Food Beverage Services	Funding	N	N	Y	409	0
Construction e.g. Carpenter	Both	Y	Y	Y	829	38
Production e.g. Welding	Both	Y	Y	Y	111	12
Manufacturing Production Process Development e.g. Machining	Both	Y	Y	Y	58	3
Facility and Mobile Equipment Maintenance e.g. Automotive	Both	Y	Y	Y	83	23

POS (PATHWAY)	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
Services						
Therapeutic Services e.g. Nursing	Both	Y	Y	Y	46	211
Diagnostic Services e.g. Radiology	Both	Y	Y	Y	43	22
Health Informatics e.g. Medical Coding	SRPOS	Y	Y	Y	106	4
Teaching and Training e.g. Early Childhood/ Paraprofessional	Both	Y	Y	Y	176	23

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Equipment needs at both secondary and post-secondary level to continue the progress towards innovation and meeting the demands of industry. Having the proper equipment is essential to teach the many technical skills required in the CTE lab. Every effort is being made to have our secondary school equipment align with industry within reason. Some districts simply do not have the necessary lab space to accommodate all the types of equipment found in industry. In these situations, we do the best we can to mimic what a student would experience in the workplace.</p>					
2. Strategies to address need:					

To understand the needs for secondary programs, secondary teachers are asked to fill out a Survey of Needs form. This form collects information from each CTE teacher in regard to their need for professional development, travel, supplies, and what equipment they need to improve and innovate their programs. These are collected in late winter and assessed during the application period to help determine budget expenses.

At the post-secondary level, a similar process is used during the fall terms. Programs are asked to submit equipment needs in the fall by the business office. Senior administration then assesses which equipment most appropriately connects learning to earning, develops real-world skills through experience, and builds future career success.

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

The equipment purchased aligns with industry standards (e.g. machine, skills), which can be achieved by reviewing advisory committee meeting minutes.

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 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Creating a crosswalk from secondary to post-secondary programs. Efforts will be to align secondary and post-secondary curriculum where appropriate (e.g. AutoCAD training, welding). To start this process, post-secondary faculty will be invited to a working lunch at secondary network meetings in the fall. Teachers and faculty will be asked to bring and share syllabi and course outcomes.</p>					
2. Strategies to address need:					
<p>At regional network meetings, secondary teachers will have an opportunity to network with others who teach the same program. This allows for additional collaboration to understand program and industry needs outside of advisory committees. At these meetings it will be expressed again the importance of advisory committees and how it's even more crucial to have industry partners on those committees. This fall there will be opportunities to connect with postsecondary faculty to initiate the crosswalk from the secondary programs to undergraduate programs offered at Northland.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Our goal is to have every district attend at least one network meeting. The success of these efforts will be determined if relationships are established between secondary and post-secondary program leads. The ultimate goal will be to have secondary, post-secondary, and industry representation on every advisory committee.</p>					
<p>We understand that training programs and articulation agreements with Northland for teachers and students in secondary POS take time. Long term goal would be to have one additional program like the AutoCAD training in 2024 by 2026. In the meantime, our goal will be to strengthen the communication between both sectors by networking meetings, robust advisory committees, and campus/program tours.</p>					

4. Provide additional narrative to address the following:

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

Our CLNA research indicated a need for developing a culinary pathway for our consortium. Culinary has the second largest number of concentrators in our consortium (409). Our CLNA also indicates that while culinary is in demand, it is not considered high skill or high wage. We will need further guidance from MDE staff for strategies on how to fund this POS moving forward.

Business management/Accounting and finance has the third largest number of concentrators (318) in the Pine to Prairie/Northland consortium. DEED data indicates that Accountants and Auditors will have 472 projected openings from 2020-2023. This represents a projected growth rate of 4.9% for northwest Minnesota. This data indicated a strong need for a POS in the career field of Business Management and Administration under the Finance career cluster, Accounting career pathway.

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

Students in the Pine to Prairie/Northland Consortium learn about CTE course offerings in a variety of ways. Examples include:

- Students are exposed to CTE course work as junior high students in all secondary schools.
- CTE teachers promote course offerings at district meetings and on social media.
- CTE course videos are sent to district students and parents.
- Student work is displayed in hallways, at conferences and on classroom walls.
- CTE teachers are provided with career guides which help explain and expose students to the career fields, career clusters and the career pathways that interest them.
- School wide spotlight on excellence day. This event showcases the curriculum and projects being created in the CTE environment.
- Newspaper articles specific to the activities associated with CTE.

The Continuous Improvement Perkins V Enrollment: Participants Concentrators for FY2023 report indicates that 100% of economically disadvantaged students are enrolled in CTE. This is a clear indication of the efforts made to fully include the largest subgroup of special populations.

NOTE: Consortia must identify at least six State-recognized programs of study that represent at least four different career fields and with no more than one brokered with institutions outside the consortium. [Review the Minnesota Perkins V Operational Guide for more information.](#)

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

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (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 checked="" type="checkbox"/>
There is a gap in understanding and locating the career demands in our region, then understanding how these demands correlate with current post-secondary and secondary programs.					
<b>2. Strategies to address need:</b>					
During our program specific network meetings we will take a deep dive into the information available on the DEED (Department of Employment and Economic Development) site. But as discovered in the last CLNA, DEED does not give the consortium all the information about program sustainability in the region. Third party agencies will be utilized to gather this information.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Implementation of the reports generated by RealTime Talent and activation of JobsEQ license by Fall 2024. Curriculum will be developed and presented at Fall Network Meetings August 19/20, 2024 to help teachers utilize DEED and gather meaningful data for regional advisory committee meetings.					

While this did not show up as a priority on the CLNA the Pine to Prairie director will continue to sit on the Youth Committee Board of the Northwest Private Industry Council. This board experience allows stakeholders to share activities happening in the consortium as they impact our area youth.

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

To better prepare for the next CLNA, Northland is starting a contract with Chmura to utilize the JobsEQ platform. JobsEQ is a technology platform that helps higher education professionals gain insights from traditional labor market data and real-time job posting data in one platform. With JobsEQ, Pine to Prairie/Northland can align our programs to our community's needs, help teachers and faculty guide students to the right careers, find the credentials and skills that our students need, and connect employers with students, teachers, and faculty. This service combined with DEED reports, Pine to Prairie/Northland will be better equipped to gather career information related to high-skill, high-wage, or in-demand industry fields.

To continue the work started in FY24, Northland will be contracting again with RealTime Talent to conduct six feasibility studies, to ensure current programs are sustainable and meeting the needs of the local market (Northwest Minnesota and Grand Forks County North Dakota.) This work is a continuation of the work required for a comprehensive local needs assessment.

In an effort to help secondary students make informed decisions regarding career opportunities, MCIS (Minnesota Career Information System) will be provided for secondary schools to help students explore career options and to research current labor market information.

## Workforce Center Collaboration

Workforce Center Collaboration		Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	21,170
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3.	<b>Postsecondary Subtotal</b>	<b>21,170</b>
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	<b>Secondary Subtotal</b>	<b>0</b>
7.	<b>TOTAL</b>	<b>0</b>

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



## Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The annual Survey of Needs of secondary teachers indicates a lack of interest in partnering with core teachers to improve reading and math scores. In an effort to help our teachers incorporate curriculum changes, network meetings will be held within each program area and strategies will be shared in regards to improving math, and reading scores on the MCA's for all CTE students.					
2. <b>Strategies to address need:</b>					
Specialists from the Northwest Service Cooperative will be brought in to help facilitate this process. Program specialists from MDE will be invited to join us virtually or in person if schedules allow This meeting will occur simultaneously with need A above.					
3. <b>Measurable Outcomes (report results in next APR):</b>					
These efforts will be determined successful when MCA scores improve for CTE students.					

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?

Our CLNA surveys indicate a need for teachers to gain a deeper understanding of our performance indicators. Network meetings with program specific teachers will add context that was missing. One of the goals of the 2024-2025 network meetings will be to create lesson plans specific to math/reading as they relate to CTE. Strategies of effective practice will be discussed and guest speakers will be brought in to help facilitate.

Technical Skills are improved by providing high quality PD. One example of this is the development of the AutoCAD summer workshop training that saw 37 teachers in our region complete an intensive 32 hour training. The Pine to Prairie/Northland consortium continues to add professional development in the areas of ServSafe, FCS embroidery, cabinetry, CNC router, welding, CNC plasma and program specific

regional network meetings. In order to lay a strong foundation for students to understand the importance of job site safety, teachers are encouraged to provide OSHA 10 training for secondary students looking to earn an industry recognized certification.

- 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)

## Narrative 5: Special Populations

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (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 X
There is low enrollment in non-traditional programs. There is a need to introduce these programs to these populations either through secondary courses or exploration days at the post-secondary level.					
<b>2. Strategies to address need:</b>					
Northland provides many opportunities for students to explore potential careers through open houses, camps, and career days. To increase non-traditional program enrollment, events like Health LiftOff and Scrubs Camps introduce health careers to students in an interactive manner.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Key performance indicators at both levels will be used to determine the success of career exposure to secondary students. Specifically <b>improvement in</b> 3S1 and 3P1.					

1. 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?

The continuous improvement plan and post-secondary key performance indicators indicate the gap is narrowing for special population access and success in CTE programs. Efforts will be to align the consortium's plans with Northland Community and Technical College's Strategic Plan of Advancing Equity. As all populations are important to address, FY2025 will be focused on those with economic disadvantages. One way the consortium plans to address this population is by improving early post-secondary opportunities for high school students in the region highlighted in Narrative 7.

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

By continuing to provide high quality programs that are meeting the demands of local industry. Career Exploration Days, camps, and program open houses are a great way to introduce students to career opportunities in the region. One example of these is an Aviation Exploration day in the Fall of 2023 that specifically introduces school age girls to aerospace programs and careers. Open houses specifically for Post-Secondary Education Opportunity (PSEO) students, encourage high school students to take college courses while in high school; giving them an opportunity to earn their degree sooner, and enter the workforce faster.

Awareness and exposure isn't the only factor to consider when talking about self-sufficiency. Students will also need access to counselors and disability services that understand career and technical education opportunities. Surveys indicated there is a lack of CTE knowledge amongst these departments and strategies to correct this are indicated in Narrative 8.

The consortium will continue to provide professional development opportunities like skills training and the ability to attend professional conferences for secondary teachers and post-secondary faculty. The consortium will also enforce the need to have industry partners sit on advisory committees to help ensure equipment and skills taught meet industry standards.

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

Exposure is the first step to prepare any student for CTE careers. Northland will work with regional secondary districts to connect students to all CTE careers. One way to encourage participation is by offering transportation during the school year to PSEO Open Houses and Career Days (Aerospace, Allied Health, and Agriculture).

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

As stated previously, Pine to Prairie/Northland will continue to align all work with Northland's Strategic Plan of Advancing Equity. As a team, we will strive to create an inclusive culture where all can reach their full potential by embodying a welcoming and inclusive environment for all at any event our consortium is involved with. We will also ensure that all students have access to resources about CTE opportunities, the first step is to re-inform all secondary administrators and counselors through network meetings. Also at network meetings we will express the importance of providing a rich array of experiences and viewpoints in the program curriculum.

## 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):				
<b>1. Prioritized Need Identified in the CLNA</b> (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"/>
Explore, expand, and implement work-based learning opportunities at secondary institutions. The Pine to Prairie/Northland Consortium will leverage funding made available through the MSC (Minnesota Service Cooperative) grant to help secondary teachers earn their Work-Based Learning license endorsement.					
<b>2. Strategies to address need:</b>					
At our regional and program specific network meetings, administrators and teachers will be made aware of the benefits of a work-based learning program and the processes that are in place to help interested educators earn their work based learning license through the Lakes Country Service Cooperatives Alternative Teacher Preparation Program. This is a grant funded process with funding made available through the Minnesota Service Cooperative (MSC) state grant.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
Progress will be measured by having <b>additional a 5% increase of</b> teachers in the Pine to Prairie/Northland consortium earn their Work-Based Learning license endorsement.					

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

Currently the Pine to Prairie/Northland consortium has 18 teachers at the secondary level who hold the appropriate work-based learning endorsement. With funding made available through the Minnesota Service Cooperative (MSC) grant. Pine to Prairie hopes to encourage additional teachers to earn this endorsement through the Lakes Country Service Cooperative Centers Alternative Teacher Preparation

program. The biggest issue we run into is getting our smaller districts to engage in this effort. The simple truth is many of the secondary CTE teachers do not have room in their schedules to offer a work-based learning experience for their students. The other issue is finding employers. Many of our small towns do not have meaningful opportunities available.

- 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.

At our network meetings we will remind secondary and post secondary faculty the importance of having industry partners sit on advisory committees to expand WBL opportunities. Having industry partners cooperating in program discussions will increase industry exposure for students through job shadowing, classroom visits, or internships.

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

Pine to Prairie and Northland will work together to bring secondary teachers, post-secondary faculty, and industry partners to the table through network meetings. The consortium will cover all costs for meetings, travel, and substitute reimbursement if necessary. MSC grant dollars will be used for any teacher/administrator interested in earning their work-based learning endorsement.

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

## Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Creating a crosswalk from secondary to post-secondary programs. Efforts will be to align secondary and post-secondary curriculum where appropriate (e.g. AutoCAD training, welding).					
<b>2. Strategies to address need:</b>					
To start this process, post-secondary faculty will be invited to a working lunch at secondary network meetings in the fall. Teachers and faculty will be asked to bring and share syllabi and course outcomes. One way to increase these opportunities is through post-secondary education opportunities for high school students to participate in post-secondary curriculum (see Welding example highlighted in question four).					
<b>3. Measurable Outcomes (report results in next APR):</b>					
These efforts will be determined successful by the increase of high school students earning dual credits.					

NEED B:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Investigating articulation agreements between Northland and Pine-to-Prairie secondary districts. First, relationships between secondary teachers and post-secondary faculty need to be reestablished at networking meetings. Again, these efforts will be initiated by inviting post-secondary faculty to working lunches at fall network meetings. These efforts will be continued by small gatherings throughout the academic year.					
<b>2. Strategies to address need:</b>					

At network meetings the importance of collaborating with all partners will be expressed again to secondary teachers and post-secondary faculty. Network meetings will allow both parties to collaborate on course curriculum, syllabi, and dual credit opportunities. The consortium will host the first network meeting in the fall, inviting secondary teachers to Northland. The day will consist of seminars, workshop sessions with faculty, and tours.

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

These efforts will be successful if we see an increase in opportunities for secondary students to earn post-secondary credits. Explore the possibility of adding additional articulation agreements with Northland Community and Technical College.

#### **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?

Online College in the High School (OCHS) continues to have an enormous impact on the secondary students in the Pine to Prairie/Northland consortium. During the 2023-2024 school year 909 students earned a total of 2,782 credits. These courses are helping our students realize their potential at an early age and helping them save thousands of dollars in the process.

By bringing secondary teachers and post-secondary faculty together at network meetings, we are hoping to increase dual credit opportunities for local high school students. This can be through College in the High School courses (e.g. Medical Terminology) or through Post-Secondary Education Opportunities. Recently, a cohort of Crookston High School students was created to complete the Welding Technology Diploma at Northland. Funds can be used to help with transportation to develop more cohorts like this with regional districts.

To encourage PSEO enrollment, Northland hosts PSEO Orientation Days that provide two hours of valuable information, covering everything from what to expect from college instructors to topics like ChatGPT and plagiarism, as well as an overview of helpful campus resources.



## 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.

1234

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Providing appropriate and needed professional development for secondary and post-secondary faculty to enhance curriculum and meet industry standards. For example, survey results indicate the need for more training in Architectural Drafting, BestPrep, Cabinetry, CNC Router, iCEV, MCEE Summer Training, Mechanical Drafting, Robotics, ServSafe, STEM-FUSE, and program specific conferences (e. MTEEA, MBITE, MNAFCS, MAAE)</p>					
2. Strategies to address need:					
<p>The consortium will make more of an awareness for professional development opportunities. The consortium will also cover travel and substitute expenses if necessary. To aid professional development of secondary teachers, Northland will develop training opportunities in specific areas (please refer to the AutoCAD examples narrated in question four).</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Measurable outcomes will include increased attendance at professional development activities. One of the areas we struggle with is getting secondary teachers to engage in the opportunities provided for them. As word spreads on the effectiveness of the PD our hope is teachers will see the value that high quality PD can bring to their classroom in the form of increased confidence and the addition of new and improved teaching strategies/methods.</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 X	5 <input type="checkbox"/>
<p>There are gaps in relationships between secondary teachers, post-secondary faculty, and industry partners. There is a need to develop consistent and comprehensive advisory committees. Again, these efforts will be initiated by inviting post-secondary faculty to <b>working lunches at</b> fall network meetings. These efforts will be continued by small gatherings throughout the academic year.</p>					

<b>2. Strategies to address need:</b>
Building these relationships will start at Fall network meetings; where secondary teachers from like departments are brought together for professional development. This year, all network meetings will be hosted at Northland Community & Technical College. That way, secondary teachers and post-secondary faculty are able to meet to discuss curriculum strengths, weaknesses, industry needs, and advisory committee opportunities.
<b>3. Measurable Outcomes (report results in next APR):</b>
These efforts will be determined successful if one or more programs are collaborating at each level and both levels are represented on advisory committees where appropriate.

<b>NEED C:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA (copy text from CLNA Results &amp; Priorities into field below):</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>There appears to be a fundamental misunderstanding of career and technical education across the board from secondary administration, staff, and students. This relates back to the gap in relationships between secondary teachers, post-secondary faculty, and industry partners. There is a need to educate all levels on the importance of CTE and meeting local needs. In an effort to reestablish relationships and to foster a deeper understanding of CTE, a late summer network meeting will be held for all secondary administrators at Northland Community and Technical College. The network meeting will include an opportunity to tour the campus and meet with postsecondary administration and teaching staff. An effort will be made to have program specific network meetings held at industry locations, followed up with a tour of each facility. The hope is that this will help foster the importance of engaging with industry partners and help improve advisory committee participation.</p>					
<b>2. Strategies to address need:</b>					
CTE Career Guides will be purchased and distributed to all secondary schools to help keep CTE messaging consistent across all districts. MCIS will be provided for secondary districts to help keep students informed of the career opportunities available to them in Minnesota. These resources will be discussed at the network meetings to clarify the purpose and to answer any questions.					
<b>3. Measurable Outcomes (report results in next APR):</b>					
These efforts will be determined successful if more districts identify the strength "Our academic advisor or counselor has knowledge of the CTE programs and recommends them to students." on the bi-annual CLNA surveys. Results will be indicated in the FY26 CLNA.					

4. Provide additional narrative to address the following:

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

During the 2022-2023 school year a need was identified for professional development in regard to AutoCAD training for secondary trades and industry and agriculture teachers. This professional development activity enabled 37 secondary teachers in the region to receive approximately 32 hours of industry recognized training. In a follow up survey it was noted that few of the teachers were **not** implementing the training due to various barriers, one of which was a lack of time to develop a course curriculum. In an effort to meet this demand a six week AutoCAD curriculum is being developed and will be piloted in four secondary schools in the Pine to Prairie/Northland consortium.

In an effort to help secondary students make informed decisions regarding career opportunities, MCIS (Minnesota Career Information System) will be provided for secondary schools to help students explore career options and to research current labor market information.

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

Pine to Prairie works closely with the Alternative Teacher Preparation staff at Lakes Country Service Cooperative. This relationship helps the consortium meet the licensing requirements of our CTE teachers both new and old. Pine to Prairie also provides CNC router, and cabinetry training as needed and requested on the Survey of Needs documents. MSC grant dollars are being used to host industry specific network meetings. Examples include FCS teachers working with A Stitch in Time in Bemidji to learn about new equipment and techniques in the textiles industry, and trades and industry teachers meeting with tool and machine representatives from ACME Electric, JPW Industries and Emeson tools. Our consortium also provides high quality PD around AutoCAD and welding technologies.

## 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)

<b>NEED A:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Our CLNA Secondary Surveys indicated that teachers have a lack of understanding of the State Determined Performance Levels (targets) in Math and Reading. The annual Survey of Needs of secondary teachers indicates a lack of interest in partnering with core teachers to improve reading and math scores.</p>					
<b>2. Strategies to address need:</b>					
<p>In an effort to educate our teachers, network meetings will be held within each program area and consortium performance data will be shared and reviewed. Program specialists from MDE will be invited to join us virtually or in person if schedules allow to help clarify and discuss the importance of student performance.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>Through the consortium's efforts there should be an increased awareness and understanding of what the region's targets are and why they are important. <b>The goal is to have these targets shared at the August 2024 network meetings.</b> Strategies will be developed and implemented to coordinate secondary CTE, Math, and Reading departments working together to prepare CTE students for these exams. Ultimately leading to an increase in Math and Reading scores.</p>					

<b>NEED B:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1	2	3	4	5
	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3S1 Post Program Placement is decreasing yet 1P1 Post Secondary placement/retention is increasing. We need to understand where secondary students are going after graduation.</p>					
<b>2. Strategies to address need:</b>					

In an effort to discover this information, a job market platform will be utilized to understand the workforce in our region, as well as utilizing SLEDs data. These measures might also indicate that students are taking more early post-secondary opportunities before graduating high school. If this is the case, it will be vital for secondary teachers and post-secondary faculty to collaborate in more dual credit opportunities (e.g. cohort agreements with Northland Programs).

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

Efforts will be determined successful if early post-secondary opportunities increase, or there is an increase in the 3S1 measure.

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?

Overall the Pine to Prairie/Northland Consortium performs well on our performance indicators. One area of growth is with economically disadvantaged students and non-traditional program enrollment.

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

Awareness and exposure are important when it comes to closing gaps, but students will also need access to counselors and disability services that understand career and technical education opportunities. Surveys indicated there is a lack of CTE knowledge amongst these departments. Highlighted in Need A, an effort to educate our teachers, network meetings will be held within each program area and consortium performance data will be shared and reviewed.

## Narrative 10: Consortium Governance

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

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

NEED A:	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>There appears to be a fundamental misunderstanding of career and technical education across the board from secondary administration, staff, and students. This relates back to the gap in relationships between secondary teachers, post-secondary faculty, and industry partners. There is a need to educate all levels on the importance of CTE and meeting local needs. In an effort to reestablish relationships and to foster a deeper understanding of CTE, a late summer network meeting will be held for all secondary administrators at Northland Community and Technical College. The network meeting will include an opportunity to tour the campus and meet with postsecondary administration and teaching staff. An effort will be made to have program-specific network meetings held at industry locations, followed up with a tour of each facility. The hope is that this will help foster the importance of engaging with industry partners and help improve advisory committee participation.</p>					
5. Strategies to address need:					
<p>CTE Career Guides will be purchased and distributed to all secondary schools to help keep CTE messaging consistent across all districts. MCIS will be provided for secondary districts to help keep students informed of the career opportunities available to them in Minnesota. These resources will be discussed at the network meetings to clarify the purpose and to answer any questions.</p>					
6. Measurable Outcomes (report results in next APR):					
<p>These efforts will be determined successful if more districts identify the strength "Our academic advisor or counselor has knowledge of the CTE programs and recommends them to students." on the bi-annual CLNA surveys.</p>					

1. Provide additional narrative to address the following:
  - a. Describe your consortium's formal governance structure, including:
    - How the consortium leadership is organized,
    - Processes used for making financial decisions
    - Processes and structures in place to ensure secondary and postsecondary collaboration, and

- Communication systems in place to ensure all consortium members are continually informed.
- Note any areas of governance that are being developed or improved.

Through a partnership between the Pine to Prairie Cooperative Center and Northland Community and Technical College, the Pine to Prairie/Northland Consortium created a plan and budget which is designed to meet the needs of the consortium.

At the secondary level the Pine to Prairie cooperative center utilizes a Survey of Needs document ~~((2) Survey of Needs PERKINS V SECONDARY EXPENDITURE SURVEY OF NEEDS 2022-2023.docx)~~ to gather information from all approved CTE programs as to what their specific needs are for the upcoming school year. This information is then organized by Equipment/Supplies, Professional Development, Externships, Travel, Career Exploration, etc. Using additional information gathered during the CLNA and DEED labor market information (LMI) the Director then discusses these needs with stakeholders to include postsecondary, executive committee and the Pine to Prairie Board. From these discussions priorities are established.

After priorities are set, the RFP form is made available to CTE teachers for them to fill out and make their requests for the current fiscal year. All requests are due by March 1.

The director of the Pine to Prairie Cooperative Center holds quarterly board meetings to discuss progress of the center and to review budgets and expenditures. The postsecondary coordinator is invited to these board meetings to aid in the discussion of joint ventures with the cooperative center.

## Narrative 11: Reserve Funds

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

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Our CLNA Secondary Surveys indicated that teachers have a lack of understanding of the State Determined Performance Levels (targets) in Math and Reading. The annual Survey of Needs of secondary teachers indicates a lack of interest in partnering with core teachers to improve reading and math scores.</p>					
<p><b>Reserve Category:</b>   X Performance Gaps   <input type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<b>2. Strategies to address need:</b>					
<p>In an effort to educate our teachers, network meetings will be held within each program area and consortium performance data will be shared and reviewed. Program specialists from MDE will be invited to join us virtually or in person if schedules allow to help clarify and discuss the importance of student performance.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>Through the consortium's efforts there should be an increased awareness and understanding of what the region's targets are and why they are important. <b>The goal is to have these targets shared at the August 2024 network meetings.</b> Strategies will be developed and implemented to coordinate secondary CTE, Math, and Reading departments working together to prepare CTE students for these exams. Ultimately leading to an increase in Math and Reading scores.</p>					



<b>NEED B:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Equipment needs at both secondary and post-secondary level to continue the progress towards innovation and meeting the demands of industry. Having the proper equipment is essential to teach the many technical skills required in the CTE lab. Every effort is being made to have our secondary school equipment align with industry within reason. Some districts simply do not have the necessary lab space to accommodate all the types of equipment found in industry. In these situations, we do the best we can to mimic what a student would experience in the workplace.</p> <p>CLNA secondary surveys showed 30% of secondary teachers indicated equipment does not meet or are unsure if it meets industry standards. Having the proper equipment is essential to teach the many technical skills required in the CTE lab. Every effort is being made to have our secondary school equipment align with industry within reason. Some districts simply do not have the necessary lab space to accommodate all the types of equipment found in industry. In these situations, we do the best we can to mimic what a student would experience in the workplace.</p>					
<b>Reserve Category:</b> <input type="checkbox"/> Performance Gaps   X Develop or Improve POS/CTE programs					
<b>2. Strategies to address need:</b>					
<p>To understand the needs for secondary programs, secondary teachers are asked to fill out a Survey of Needs form. This form collects information from each CTE teacher in regard to their need for professional development, travel, supplies, and what equipment they need to improve and innovate their programs. These are collected in late winter and assessed during the application period to help determine budget expenses.</p> <p>At the post-secondary level, a similar process is used during the fall terms. Programs are asked to submit equipment needs in the fall by the business office. Senior administration then assesses which equipment is most needed to connect learning to earning, to develop real-world skills through experience, and building future career success.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>The equipment purchased aligns with industry standards (e.g. machine, skills), which can be achieved by reviewing advisory committee meeting minutes.</p>					

4. 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.

As mentioned throughout this application, Pine to Prairie/Northland will be focusing on several performance indicators. First being to align all efforts with Northland's Strategic Plan of Advancing

Equity with the focus on those coming from a low-income household. There is a lack of communication between Core Secondary Teachers and CTE Secondary Teachers. Network meetings will be used to bring these two groups to the table to discuss how to improve Math and Reading scores of CTE students. Network meetings will also be used to highlight opportunities for early post-secondary opportunities between secondary programs and post-secondary programs.

- 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.\

In continuing efforts from the rural CTE grant dollars which brought CNC router technology to all our districts, Pine to Prairie will focus reserve funds on updating and expanding manufacturing programs in our consortium. A key focus will be on the The MN Century Program, which funded 38 computer numerically controlled (CNC) routers, laptops for the CNC routers for northwest secondary districts. Pine to Prairie will utilize reserve funds to support the purchase of industry standards machines and provide instructor training and professional development as needed. The districts involved and the project success can be located at <https://mncenturyprogram.com/index.html>. The program's success is predicated on all districts having the same piece of equipment which makes it possible to provide professional development at any district.

## 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

<b>Consortium Name:</b>	Pine to Prairie/Northland
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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):**

Information was collected from multiple stakeholders to understand the local need and demand for career and technical education. First, market information was collected from DEEDs and RealTime Talent to understand the industry's current and future needs. This information also provided insight on high-wage, high-demand sectors. Surveys were then administered to secondary and post-secondary administrators, counselors, instructors, industry partners, parents and students. The purpose of the surveys is to help identify gaps in curriculum, resources, and performance indicators. Assessing the aggregate information from DEEDs, RealTime Talent, Minnesota State provided Key Performance Indicators, and the surveys will help guide the Pine to Prairie/Northland Consortium for the next two-year cycle.

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

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

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations<sup>1</sup>;
- 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.

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

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

Name	Title	Group Represented
Tom Leuthner	Pine to Prairie/Northland	Secondary
Katlyn Tamaalii	Pine to Prairie/Northland	Postsecondary
Pine to Prairie	Administrators	Secondary
Pine to Prairie	Teachers	Secondary
Pine to Prairie	Counselors	Secondary
Pine to Prairie	Students	Secondary
Pine to Prairie	Parents	Secondary
Northland Community & Technical College	Senior Administration	Post-Secondary
Northwest Minnesota Economic Region	RealTime Talent/DEEDS	Industry
John Preuss	Director	Northwest Private Industry Council



## Prioritizing Needs (Optional)

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

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

## Narrative Tracking Matrix (Optional)

### Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)

2 = Programs of Study (POS)

3 = Workforce Innovation Opportunity Act (WIOA)

4 = Integrated Academic & Technical Skills (Skills)

5 = Special Populations (Pops)

6 = Work-based Learning (WBL)

7 = Early Postsecondary Credit Opportunities (PS)

8 = Support to Professionals (Prof)

9 = Performance Gaps (Gaps)

10 = Consortium Governance (Gov)

11 = Reserve Funds (Res)

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gap s	10 Gov	11 Res
<b>Element 1: Student Performance of Required Performance Indicators</b>											
Need B: CTE Teachers to better align curriculum with Math and Language Arts teachers to develop instructional strategies due to lower Math, Reading, and Writing scores amongst CTE students. (SD)				X					X		X
Need C: 3S1 Post Program Placement is decreasing yet 1P1 Post Secondary placement/retention is increasing. We need to understand where secondary students are going after graduation. (SD/PS)									X		
Need A: Lack of awareness of Secondary Reading, Math, and Writing targets with secondary institutions. (SD)									X		X
<b>Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students</b>											
Need B: Creating the crosswalk from secondary and post-secondary programs on a curriculum, student, and instructor level. (e.g. AutoCAD training, welding) (SD/PS)		X					X				
Need A: Providing appropriate and needed professional development for secondary and post-secondary instructors to enhance curriculum and meet industry standards. (SD/PS)								X			
Need C: Surveys show 20% of secondary teachers are unsure if their equipment and technology match industry standards. 11% of secondary teachers say equipment and technology do not match industry standards. (SD)		X									X
<b>Element 3: Progress Towards Implementation of CTE Programs of Study</b>											
Need B: Exploring more high-demand career clusters. (SD/PS)	X		X								
Need C: Investigating articulation agreements between Northland and Pine-to-Prairie secondary districts (PS) Start at networking meetings - bring secondary teachers and PS faculty together.							X				
Need D: Explore, expand, and implement work-based learning opportunities. (SD)						X					
Need A: Equipment needs at both secondary and post-secondary level to continue the progress towards innovation and meeting the demands of industry. (SD/PS)		X									
<b>Element 4: Improving Recruitment, Retention, and Training of CTE Professionals</b>											
Need A: Developing consistent and comprehensive advisory committees. (SD/PS)								X			
Need B: Implementing professional development opportunities for all secondary and post-secondary administration, staff, and faculty/teachers. (SD/PS)								X			
<b>Element 5: Progress Towards Equal Access to CTE Programs for all Students</b>											
Need C: CTE course conflicts with other core classes in the secondary schedule. (SD)								X			
Need A: Fundamental misunderstanding of career and technical education across the board from secondary administration, staff, and students. (SD) Start at the networking meetings.								X		X	
Need B: Low Non-Traditional Enrollment for female students in post-secondary program (PS)					X						

# ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

## **PRIORITIZED NEEDS**

### **Element 1: Student Performance on Required Performance Indicators**

#### **E1-Need A:**

Our CLNA Secondary Surveys indicated that teachers have a lack of understanding of the State Determined Performance Levels (targets) in Math and Reading. In an effort to educate our teachers, network meetings will be held within each program area and consortium performance data will be shared and reviewed. Program specialists from MDE will be invited to join us virtually or in person if schedules allow to help clarify and discuss the importance of student performance.

#### **E1-Need B**

The annual Survey of Needs of secondary teachers indicates a lack of interest in partnering with core teachers to improve reading and math scores. In an effort to help our teachers incorporate curriculum changes, network meetings will be held within each program area and strategies will be shared in regards to improving math, and reading scores on the MCA's for all CTE students. Specialists from the Northwest Service Cooperative will be brought in to help facilitate this process. Program specialists from MDE will be invited to join us virtually or in person if schedules allow This meeting will occur simultaneously with need A above.

#### **E1-Need C**

3S1 Post Program Placement is decreasing yet 1P1 Post Secondary placement/retention is increasing. We need to understand where secondary students are going after graduation. In an effort to discover this information, a job market platform will be utilized to understand the workforce in our region. As well as utilizing SLEDS data.

## 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:

Providing appropriate and needed professional development for secondary and post-secondary instructors to enhance curriculum and meet industry standards. During the 2022-2023 school year a need was identified for professional development in regard to AutoCAD training for secondary trades and industry and agriculture teachers. This professional development activity enabled 37 secondary teachers in the region to receive approximately 32 hours of industry recognized training. In a follow up survey it was noted that few of the teachers were implementing the training due to various barriers, one of which was a lack of time to develop a course curriculum. In an effort to meet this demand a six week AutoCAD curriculum is being developed and will be piloted in four secondary schools in the Pine to Prairie/Northland consortium.

#### E2-Need B

Creating a crosswalk from secondary to post-secondary programs. Efforts will be to align secondary and post-secondary curriculum where appropriate (e.g. AutoCAD training, welding). To start this process, post-secondary faculty will be invited to ~~a working lunch at~~ secondary network meetings in the fall. Instructors and faculty will be asked to bring and share syllabi and course outcomes.

#### E2-Need C

CLNA secondary surveys showed 30% of secondary teachers indicated equipment does not meet or are unsure if it meets industry standards. Having the proper equipment is essential to teach the many technical skills required in the CTE lab. Every effort is being made to have our secondary and post-secondary equipment align with industry within reason. Some districts simply do not have the necessary lab space to accommodate all the types of equipment found in industry. In these situations, we do the best we can to mimic what a student would experience in the workplace.

# 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:

Equipment needs at both secondary and post-secondary level to continue the progress towards innovation and meeting the demands of industry. Having the proper equipment is essential to teach the many technical skills required in the CTE lab. Every effort is being made to have our secondary and post-secondary equipment align with industry within reason. Some secondary districts simply do not have the necessary lab space to accommodate all the types of equipment found in industry. In these situations, we do the best we can to mimic what a student would experience in the workplace.

#### E3-Need B

There is a gap in understanding and locating the career demands in our region, then understanding how these demands correlate with current post-secondary and secondary programs. During our program specific network meetings we will take a deep dive into the information available on the DEED (Department of Employment and Economic Development) site and the information pulled from the platform JobsEQ. Curriculum will be developed to help teachers utilize the site and gather meaningful data for regional advisory committee meetings.

#### E3-Need C

Investigating articulation agreements between Northland and Pine-to-Prairie secondary districts. First, relationships between secondary teachers and post-secondary instructors need to be reestablished at networking meetings. Again, these efforts will be initiated by inviting post-secondary faculty to ~~working lunches at~~ fall network meetings. These efforts will be continued by small gatherings throughout the academic year.

#### E3-Need D

Explore, expand, and implement work-based learning opportunities at secondary institutions. The Pine to Prairie/Northland Consortium will leverage funding made available through the MSC (Minnesota Service Cooperative) grant to help secondary teachers earn their Work-Based Learning license.



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

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

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

## PRIORITIZED NEEDS

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

#### E4-Need A:

There are gaps in relationships between secondary teachers, post-secondary instructors and industry partners. There is a need to develop consistent and comprehensive advisory committees. Again, these efforts will be initiated by inviting post-secondary faculty to ~~working lunches at~~ fall network meetings. These efforts will be continued by small gatherings throughout the academic year.

#### E4-Need B

Implementing professional development opportunities for all secondary and post-secondary administration, staff, and faculty/teachers. Our secondary surveys indicated a strong desire to continue professional development opportunities provided by the Pine to Prairie/Northland consortium. These training include but are not limited to, CNC router, CNC plasma, AutoCAD, Cabinetry, Carpentry, FCS ServSafe, FCS Embroidery, Heat Press, internships with industry partners and various professional organization conferences. High quality professional development is critical to retaining and training CTE professionals.

# 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:**

There appears to be a fundamental misunderstanding of career and technical education across the board from secondary administration, staff, and students. This relates back to the gap in relationships between secondary teachers, post-secondary instructors, and industry partners. There is a need to educate all levels on the importance of CTE and meeting local needs. In an effort to reestablish relationships and to foster a deeper understanding of CTE, a late summer network meeting will be held for all secondary administrators at Northland Community and Technical College. The network meeting will include an opportunity to tour the campus and meet with postsecondary administration and teaching staff. An effort will be made to have program specific network meetings held at industry locations, followed up with a tour of each facility. The hope is that this will help foster the importance of engaging with industry partners and help improve advisory committee participation.

#### **E5-Need B**

There is low enrollment in non-traditional programs. There is a need to introduce these programs to these populations either through secondary courses or exploration days at the post-secondary level. Non-traditional programming will be incorporated in Northland Career Exploration days.

#### **E5-Need C**

There is a lack of networking between secondary CTE courses and core classes; either through scheduling conflicts or lack of understanding in performance levels. The annual Survey of Needs of secondary teachers indicates a lack of interest in partnering with core teachers to improve reading and math scores. In an effort to help our teachers incorporate curriculum changes, network meetings will be held within each program area and strategies will be shared in regards to improving math, and reading scores on the MCA's for all CTE students. Specialists from the Northwest Service Cooperative will be brought in to help facilitate this process. Program specialists from MDE will be invited to join us virtually or in person if schedules allow. This meeting will occur simultaneously with need A above.

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	<b>Basic</b>	<b>Reserve</b>	<b>Sec/PS Subtotals</b>
<b>Secondary Allocation:</b>	<b>\$171,148.76</b>	<b>\$107,278.31</b>	<b>\$278,427.07</b>
<b>Postsecondary Allocation:</b>	<b>\$190,508.85</b>	<b>\$107,278.31</b>	<b>\$297,787.16</b>
<b>Total Consortium Allocation:</b>	<b>\$361,657.61</b>	<b>\$214,556.62</b>	<b>\$576,214.23</b>

### 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 <b>Basic Funding SEC 428</b> 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><b>Enter Budget Line Items on the Reserve Funding SEC 475 worksheet.</b></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><b>Complete the Budget Narrative SEC worksheet</b></p> <p>Follow instructions on the worksheet.</p>
STEP #5	<p><b>Enter Budget Line Items on the Basic Funding POSTSEC worksheet.</b></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><b>Enter Budget Line Items on the Reserve Funding POSTSEC worksheet.</b></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><b>Look at Rows 48 and 50 of the Summary Worksheet;</b> 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>

### Narrative Funding--Secondary

(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)	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
												\$0.00
143 Licensed Instructional Support Personnel	Director										\$53,000.00	\$53,000.00
143 Licensed Instructional Support Personnel	Bookkeeper										\$7,956.75	\$7,956.75
												\$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	\$0.00	\$60,956.75	\$60,956.75
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
												\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Secondary Equipment Requests		\$56,134.57									\$56,134.57
366 Travel, Conventions and Conferences	Secondary Travel Expenses		\$8,000.00		\$2,000.00			\$1,000.00	\$8,000.00	\$2,000.00		\$21,000.00
												\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$64,134.57	\$0.00	\$2,000.00	\$0.00	\$0.00	\$1,000.00	\$8,000.00	\$2,000.00	\$0.00	\$77,134.57
												\$0.00
430 Supplies and Materials - Non-Federal	MCIS, OSHA, CTE Career Guides								\$18,500.00			\$18,500.00
												\$0.00
												\$0.00
												\$0.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,500.00	\$0.00	\$0.00	\$18,500.00
												\$0.00
506 Capitalized Instructional									\$6,000.00			\$6,000.00
												\$0.00
												\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00
												\$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]-No more than 5% of Total (Enter amount in YELLOW cell at right)											\$8,557.44	\$8,557.44
2024-2025 Proposed Budget		\$0.00	\$64,134.57	\$0.00	\$2,000.00	\$0.00	\$0.00	\$1,000.00	\$32,500.00	\$2,000.00	\$69,514.19	\$171,148.76

**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]

**Pine to Prairie Northland**

**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
			Manufacturing	
				\$0.00
143 Licensed Instructional Support Personnel	Director			\$41,000.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$41,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Secondary Equipment		\$45,914.39	\$45,914.39
366 Travel, Conventions and Conferences	Secondary Travel	\$15,000.00		\$15,000.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$15,000.00	\$45,914.39	\$60,914.39
				\$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
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)				\$5,363.92
2024-2025 Proposed Budget		\$15,000.00	\$45,914.39	\$107,278.31

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



## SECONDARY Narrative for Perkins V Application

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

1: Consortium Coordination and Support

2: Budget Amount Requested

143 Licensed Instructional Support Personnel 428, \$60,956.75

143 Licensed Instructional Support Personnel 475, \$41,000.00

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

1. 303 Federal Subawards and subcontracts amount up to \$25,000

366 Travel, Conventions and Conferences

2. Budget Amount Requested

428 303, \$56,134.57

428 366, \$21,000.00

475 303, \$45,914.39

475 366, \$15,000.00

3. Narratives 2,4,7,8,10,11

4.

Expenditure 1: Narrative 2 Regional Network Meetings: \$8,000 (428, 366, \$5,000 for sub reimbursement, \$3,000 for travel)

Roles and Responsibilities: Pine to Prairie will host network meetings with the help of MDE specialists to promote effective practices in approved CTE programs. CLNA Element 2, Need A

## 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.*

1: 430 Supplies and Materials-Non Individualized Instruction

2: \$18,500

3: [Plan Narrative 8](#)

4: Support the expansion of career investigation.

Expenditure 1: MCIS \$14,000

Roles and Responsibilities: Support the expansion of career investigation

Expenditure 2: OSHA 10 Training \$1,500

Roles and Responsibilities: Support the expansion of technical skill assessment and industry recognized credentials.

Narrative 4

Expenditure 3: Career Guides: \$3000

Roles and Responsibilities: Secondary coordinator will deliver career guides to all secondary schools to help with marketing of CTE to all students.

Narrative 2

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

1. 506 Capitalized Instructional Technology Software

2: \$6,000

3: [Plan Narrative 8](#)

4: Provide Support to new Agriculture Programs.

Expenditure 1: iCEV curriculum \$6,000

Roles and Responsibilities: Secondary Coordinator will provide curriculum resources for new Agriculture programs.

**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.

895, 428, \$8,557.44895, 475, \$5,363.92 Indirect funds will be used to help run the daily operations of the Pine to Prairie Cooperative Center.

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.

143 Licensed Instructional Support Personnel 475, \$41,000.00

Narrative 10

475 303, \$45,914.39

Reserve POS, Manufacturing

Element 2,3

475 366, \$15,000.00

Reserve Gaps

### 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
Payroll	Perkins Coordinator (in the process of hiring)										\$80,000.00	\$80,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$80,000.00	\$80,000.00
POS	Equipment needs in technical programs		\$64,348.85									\$64,348.85
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	\$0.00	\$64,348.85	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$64,348.85
CLNA/Workforce	Marketing Data Platform			\$6,160.00								\$6,160.00
Professional Development/Early College	Network meetings (Administration and secondary program leads) held in the fall at both campuses (e.g. travel for MDE speakers)								\$5,000.00			\$5,000.00
Early College/Special Populations	Travel needs to any early college opportunities (camps, career days), stipends for program development.							\$5,000.00				\$5,000.00
CLNA/Workforce	Feasibility Study			\$15,000.00								\$15,000.00
PD	Faculty and Coordinator Professional Developemtn (e.g. CTE Works)								\$15,000.00			\$15,000.00
												\$0.00
												\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$0.00	\$21,160.00	\$0.00	\$0.00	\$0.00	\$5,000.00	\$20,000.00	\$0.00	\$0.00	\$46,160.00
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>												\$0.00
<b>2024-2025 Proposed Budget</b>		<b>\$0.00</b>	<b>\$64,348.85</b>	<b>\$21,160.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$5,000.00</b>	<b>\$20,000.00</b>	<b>\$0.00</b>	<b>\$80,000.00</b>	<b>\$190,508.85</b>

[illegible]

Pine to Prairie Northland

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
			Manufacturing	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
POS	Equipment		\$97,278.31	\$97,278.31
				\$0.00
				\$0.00
				\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$97,278.31</b>	<b>\$97,278.31</b>
Performance Gaps	Network meetings (Administration and secondary program leads) held in the fall at both campuses (providing lunch, and	\$5,000.00		\$5,000.00
	Travel needs to any early college opportunities (camps, career days). stipends for program development.	\$5,000.00		\$5,000.00
				\$0.00
				\$0.00
				\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	<b>\$10,000.00</b>	<b>\$0.00</b>	<b>\$10,000.00</b>
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>2024-2025 Proposed Budget</b>		<b>\$10,000.00</b>	<b>\$97,278.31</b>	<b>\$107,278.31</b>

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

	Performance Gaps	POS/CTE Programs
Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a CTE program, in making informed plans and decisions about future education and career opportunities.	X	
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.	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.		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.*

1. Perkins Coordinator

2. \$80,000.00

3. Narrative 10

4. Northland is in the process of hiring a coordinator that will work on Perkins and K12 Partnerships. As noted in the CLNA, the over arching theme is reconnecting with our secondary partners, which indicates the need for this position.

*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.*

1. Programs of Study

2. \$64,348.85

3. Narrative 2

4. CLNA Element 2 Need C/Element 3 Need A: Having the proper equipment is essential to teach the many technical skills required in the CTE lab. Every effort is being made to have our secondary and post-secondary equipment align with industry within reason.

## 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.

1. RealTime Talent Feasibility Study

2. \$15,000.00

3. Narrative 1/3: Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.

4. CLNA Element 3 Need B: To continue the work started in FY24, Northland will be contracting again with RealTime Talent to conduct six feasibility studies, to ensure current programs are sustainable and meeting the needs of the local market (Northwest Minnesota and Grand Forks County North Dakota.) This work is a continuation of the work required for a comprehensive local needs assessment.

1. Workforce

2. \$6,160

3. Narrative 3: Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.

4. CLNA Element 3 Need B: To better prepare for the next CLNA, Northland is starting a contract with Chmura to utilize the JobsEQ platform. JobsEQ is a technology platform that helps higher education professionals gain insights from traditional labor market data and real-time job posting data in one platform.

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.

Northland will not be partaking in the Federal and Nonpublic Indirect Cost (Administration)

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.

1. Equipment

2. \$97,278.31

3. POS

4. CLNA Element 2 Need C/Element 3 Need A: Equipment needs at both secondary and post-secondary level to continue the progress towards innovation and meeting the demands of industry. Having the proper equipment is essential to teach the many technical skills required in the CTE lab.

1. Early College and Professional Development

# Consortium Plan: Budget Summary 2022-2023

<div> <div>Pine to Prairie Northland</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
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 2: Programs of Study	Secondary	\$64,134.57		\$64,134.57
	Postsecondary		\$64,348.85	\$64,348.85
	<b>Total</b>	<b>\$64,134.57</b>	<b>\$64,348.85</b>	<b>\$128,483.42</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$21,160.00	\$21,160.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$21,160.00</b>	<b>\$21,160.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 7: Early College	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$5,000.00	\$5,000.00
	<b>Total</b>	<b>\$1,000.00</b>	<b>\$5,000.00</b>	<b>\$6,000.00</b>
Narrative 8: Support for Professionals	Secondary	\$32,500.00		\$32,500.00
	Postsecondary		\$20,000.00	\$20,000.00
	<b>Total</b>	<b>\$32,500.00</b>	<b>\$20,000.00</b>	<b>\$52,500.00</b>
Narrative 9: Performance Gaps	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>
Narrative 10: Governance	Secondary	\$69,514.19		\$69,514.19
	Postsecondary		\$80,000.00	\$80,000.00
	<b>Total</b>	<b>\$69,514.19</b>	<b>\$80,000.00</b>	<b>\$149,514.19</b>
Narrative 11: Reserve Funds	Secondary	\$107,278.31		\$107,278.31
	Postsecondary		\$107,278.31	\$107,278.31
	<b>Total</b>	<b>\$107,278.31</b>	<b>\$107,278.31</b>	<b>\$214,556.62</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$13,921.36		\$13,921.36
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$13,921.36</b>	<b>\$0.00</b>	<b>\$13,921.36</b>
PLAN TOTALS	Secondary	\$278,427.07		\$278,427.07
	Postsecondary		\$297,787.16	\$297,787.16
	<b>Total</b>	<b>\$278,427.07</b>	<b>\$297,787.16</b>	<b>\$576,214.23</b>

## COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$171,148.76	\$107,278.31	\$278,427.07
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$190,508.85	\$107,278.31	\$297,787.16
Budget <b>Over</b> /Short	\$0.00	\$0.00	\$0.00







## STATEMENT OF ASSURANCES & CERTIFICATIONS


---

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.

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: <u>Pine to Prairie Northland</u>	
College: <u>Northland Community and Technical College</u>	
College President's Name (Print): <u>Dr. Sandra Kiddoo</u>	
	<u>4/25/2024</u>
Signature	Date
email: <u>Sandy.kiddoo@northlandcollege.edu</u>	
Phone: <u>218-793-2465</u>	



## STATEMENT OF ASSURANCES & CERTIFICATIONS

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1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds expended under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path or major; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>PINE TO PRAIRIE</u>	
District Number/Type: <u>0985-51</u>	
Superintendent's Name – (Print): <u>THOMAS LEUTHNER</u>	
Signature  _____	Date <u>4-10-2024</u>
email: <u>pine, prairie, coop @ gutef.com</u>	
Phone: <u>218-253-4393</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Ada-Borup-West</u>	
District Number/Type: <u>2910-01</u>	
Superintendent's Name - (Print): <u>Aaron Cook</u>	
Signature  _____	Date <u>4-4-24</u>
email: <u>acook@ada-wi2.mn.us</u>	
Phone: <u>218 784 5300</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Badger Public Schools, Badger High School</u>	
District Number/Type: <u>0676-01</u>	
Superintendent's Name - (Print): <u>Kevin Ricke</u>	
<u>Kevin M. Ricke</u>	<u>04/05/2024</u>
Signature	Date
email: <u>Kricke@badger.k12.mn.us</u>	
Phone: <u>(218) 528-3201 ext. 102</u>	

(Duplicate as needed)

Badger Ind. School #676  
110 Carpenter Ave East  
PO Box 68  
Badger MN 56714

Page 2 of 2 KMR

Revised February 2020

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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>BAGLEY PUBLIC SCHOOLS</u>	
District Number/Type: <u>162</u>	
Superintendent's Name - (Print): <u>ERICH HEISE</u>	
Signature <u>Eh Heise</u>	Date <u>4-4-24</u>
email: <u>eheise@bagley.k12.mn.us</u>	
Phone: <u>218-694-6184</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Clearbrook-Gonvick School</u>	
District Number/Type: <u>#2311</u>	
Superintendent's Name - (Print): <u>Ryan Grow</u>	
Signature  _____	Date <u>4/4/24</u>
email: <u>rgrow@clearbrook-gonvick.k12.mn.us</u>	
Phone: <u>(218) 776-3112 x 106</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Clinax Shelly School District</u>	
District Number/Type: <u>592</u>	
Superintendent's Name - (Print): <u>Dan Dalchow</u>	
	<u>4-9-21</u>
Signature _____	Date _____
email: <u>ddalchow@ISD592.org</u>	
Phone: <u>218-857-2395</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Crookston School</u>	
District Number/Type: <u>ISD # 593</u>	
Superintendent's Name - (Print): <u>Randal Bergquist</u>	
Signature <u>Randal Bergquist</u>	Date <u>4/8/20</u>
email: <u>randal.bergquist@isd593.org</u>	
Phone: <u>320-287-1255</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>East Grand Forks</u>	
District Number/Type: <u>150 595</u>	
Superintendent's Name - (Print): <u>Bryan J. Heckath</u>	
Signature <u>Bryan J. Heckath</u>	Date <u>9/9/24</u>
email: <u>bheckath@egf.k12.mn.us</u>	
Phone: <u>218 797-2880</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Fertile Soil Trust</u>	
District Number/Type: <u>0599-01</u>	
Superintendent's Name - (Print): <u>Brian Clarke</u>	
Signature <u>B Clarke</u>	Date <u>4-4-24</u>
email: <u>bclarke@isd599.org</u>	
Phone: <u>218-945-6923</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Fisher Public School ISD #600</u>	
District Number/Type: <u>ISD #600</u>	
Superintendent's Name – (Print): <u>Evan Hanson</u>	
<u>Evan Hanson</u>	<u>4/4/23</u>
Signature _____	Date _____
email: <u>hansone@fisher.k12.mn.us</u>	
Phone: <u>(218) 891-4105</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Fosston Public Schools</u>	
District Number/Type: <u>601</u>	
Superintendent's Name - (Print): <u>Todd Selk</u>	
Signature <u>Todd Selk</u>	Date <u>4-8-24</u>
email: <u>ttselk@isd601.org</u>	
Phone: <u>218-435-6335</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: PINE TO PRAIRIE / NORTHLAND

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

District Name:	<u>Goodridge School District</u>
District Number/Type:	<u>0561-01</u>
Superintendent's Name - (Print):	<u>Tom Loberg</u>
Signature	Date
email:	<u>tomas.loberg@goodridgeisd561.org</u>
Phone:	<u>218-378-4134</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Greenbush Middle River</u>	
District Number/Type: <u>01-2683</u>	
Superintendent's Name - (Print): <u>Barbara Muckenhirn</u>	
Signature <u>Barbara Muckenhirn</u>	Date <u>4-8-2024</u>
email: <u>bmuckenhirn@greenbush.k12.wn.us</u>	
Phone: <u>218782 2231 x205</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Grygla Public School</u>	
District Number/Type: <u>0447-01</u>	
Superintendent's Name – (Print): <u>Derek Gieseke</u>	
<u>Derek Gieseke</u>	<u>3/4/2024</u>
Signature _____	Date _____
email: <u>dgieseke@grygla.k12.mn.us</u>	
Phone: <u>218-294-6155</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Kittson Central</u>	
District Number/Type: <u>2171-01</u>	
Superintendent's Name - (Print): <u>Bob JASZCZAK</u>	
Signature  _____	Date <u>4/4/24</u>
email: <u>bjaszczak@Kittson.K12.MN.US</u>	
Phone: <u>218-843-3682</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Lancaster School</u>	
District Number/Type: <u>0356</u>	
Superintendent's Name - (Print): <u>Nicole Thompson</u>	
Signature <u>Nicole Thompson</u>	Date <u>4/3/24</u>
email: <u>nthompson@lancaster.k12.mn.us</u>	
Phone: <u>218-762-5588</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Mahnomen Public School District</u>	
District Number/Type: <u>0432-01</u>	
Superintendent's Name - (Print): <u>Jeff Bisek</u>	
Signature <u>Jeff Bisek</u>	Date <u>4/4/2024</u>
email: <u>jeff.bisek@mahnomen.k12.mn.us</u>	
Phone: <u>218-935-2211 ext. 110</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Marshall County Central Schools</u>	
District Number/Type: <u>0441 - 01</u>	
Superintendent's Name - (Print): <u>Jeffrey Lund</u>	
Signature <u>Jeffrey Lund</u>	Date <u>4/4/2024</u>
email: <u>jlund@mcctfrees.org</u>	
Phone: <u>218-874-8536</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Norman County East</u>	
District Number/Type: <u>2215 - 01</u>	
Superintendent's Name - (Print): <u>Rob Undell</u>	
Signature <u>Rob Undell</u>	Date <u>4-4-24</u>
email: <u>robundell@k12.mn.us</u>	
Phone: <u>218-584-5151</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Red Lake County Central</u>	
District Number/Type: <u>8906 - 01</u>	
Superintendent's Name - (Print): <u>Jim Guetter</u>	
Signature <u>Jim Guetter</u>	Date <u>4-4-24</u>
email: <u>rlcandrlfsupt@grtel.com</u>	
Phone: <u>218-796-5136</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Red Lake Falls</u>	
District Number/Type: <u>0630 - 01</u>	
Superintendent's Name - (Print): <u>Jim Gvetter</u>	
Signature <u>Jim Gvetter</u>	Date <u>4-4-24</u>
email: <u>alexanderlf.supt@gutel.com</u>	
Phone: <u>218-253-2139</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>RDSEAU</u>	
District Number/Type: <u>682-01</u>	
Superintendent's Name - (Print): <u>Thomas A. Jerome</u>	
Signature <u>TL a. J.</u>	Date <u>04-16-24</u>
email: <u>tom_jerome@raseauschool.org</u>	
Phone: <u><del>218 452</del> 218 463 1471</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Stephen - Apple Central</u>	
District Number/Type: <u>2856</u>	
Superintendent's Name - (Print): <u>Drew Kysa</u>	
Signature <u></u>	Date <u>4/11/24</u>
email: <u>drew.kysa@mn.us</u>	
Phone: <u>218 475 3514</u>	

(Duplicate as needed)



## STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
3. Federal career and technical education funds shall be used to supplement state and local funds for career and technical education, and in no case to supplant (replace) such state or local funds.
4. None of the funds awarded under this Act shall be used to purchase equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
5. Funds made available under this Act cannot be used: (1) to require any secondary school student to choose or pursue a specific career path as a condition of enrollment; or (2) to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
6. The eligible sub-recipient shall comply with all regulations, policies, guidelines, and requirements included in the Education Division General Administrative Regulations (EDGAR) as they relate to the application, acceptance and use of federal funds for this project.
7. The eligible sub-recipient shall comply with the Vocational Education Guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (45 CFR, Part 80) issued by the Bureau of Occupational and Adult Education, Department of Education and the Office of Civil Rights, March 21, 1979.
8. The eligible sub-recipient shall comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisition Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of federal land federally assisted programs.
9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
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: PINE TO PLAINS / NEWLAND

College:

College President's Name (Print):

Signature:

Date:

email:

Phone:

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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Tri County Schools</u> <del>1333</del>	
District Number/Type: <u>01 2358</u>	
Superintendent's Name - (Print): <u>Barbara Muckenhirn</u>	
Signature <u>Barbara Muckenhirn</u>	Date <u>1-4-21</u>
email: <u>mucbar@tricounty.k12.mn.us</u>	
Phone: <u>218 436 2261</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Warren - Alvarado - Oslo</u>	
District Number/Type: <u>2176-010</u>	
Superintendent's Name - (Print): <u>Kirk Thorstenson</u>	
Signature <u>K Thorstenson</u>	Date <u>4/12/24</u>
email: <u>kthorstenson@wao.k12.mn.us</u>	
Phone: <u>218-745-5393</u>	

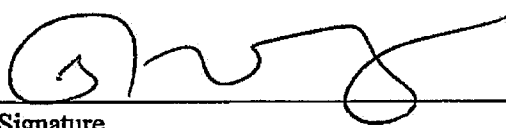
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Wanroad School District</u>	
District Number/Type: <u>0690</u>	
Superintendent's Name -- (Print): <u>Dr. Shawn W. Yates</u>	
Signature  _____	Date _____
email: <u>shawn-yates@wanroadschools.org</u>	
Phone: <u>218-386-6066</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Waubun Public Schools</u>	
District Number/Type: <u>ISD #435</u>	
Superintendent's Name - (Print): <u>Jordan Spaeth</u>	
Signature <u>Jordan Spaeth</u>	Date <u>4-10-24</u>
email: <u>jspaeth@waubun.k12.mn.us</u>	
Phone: <u>218-473-6108</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: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Win-E-Mac School</u>	
District Number/Type: <u>Win-E-Mac School 2609-01</u>	
Superintendent's Name - (Print): <u>Randy Bauer</u>	
Signature  _____	Date <u>4/4/2024</u>
email: <u>rbauer@Win-e-mac.k12.mn.us</u>	
Phone: <u>218-563-2900</u>	

(Duplicate as needed)