

Perkins V Local Application

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

Award Period:	July 1, 2025 – June 30, 2026 (FY26)
Consortium Name:	North Country
Total Award Budget:	\$435,308.99

Consortium Membership List

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

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Architecture and Construction	Both	Y	Y	Y	320	51
Business, Management, and Administration	Both	Y	Y	Y	549	4
Education and Training	Funding		Y	Y	*Included under Human Services	2
Health Science	Both	Y	Y	Y	81	122
Human Services	Funding	Y	Y	Y	100	18
Information Technology	Both	Y	Y	N	67	2
Marketing	Both	Y	Y	Y	21	2
Transportation, Distribution, and Logistics	Both	Y	Y	Y	114	8
Agriculture, Food, & Natural Resource	Both	Y	Y	Y	263	0
Engineering, Manufacturing, Technology	Both	Y	Y	Y	867	20

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

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

NEED A: Element 2, Need A	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Faculty survey results highlight the need for updated equipment to align with the evolving CTE curriculum, as current resources are insufficient to effectively support program expansion and sustain high-quality training.					
2. Strategies to address need:					
CTE leaders and instructional staff will evaluate the impact of equipment upgrades—including alignment with industry standards, facility capacity, safety requirements, networking opportunities, training schedules, and curriculum redesign—during the 2025–2026 academic year. This process will be supported through budgeted program funds and supplemented with additional funding sources, when available, to secure high-quality equipment.					
3. Measurable Outcomes (report results in next APR):					
Complete equipment selection, installation, and training for CTE program staff and facilities, achieving 100% implementation with full functionality and staff readiness by May 1, 2026.					

NEED B: Element 2, Need C	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
It is necessary for collaboration and targeted professional development for secondary and post-secondary instructors, as well as advisory boards, to enhance curriculum alignment with industry standards.					
2. Strategies to address need:					
Secondary and postsecondary CTE leaders, along with with Perkins directors, will promote and participate in training opportunities to strengthen advisory board structures, and coordinate professional development sharing across programs during the 2025–2026 academic year. These efforts will include networking training aligned with program pathways and the identification of opportunities to support industry-recognized credentials. Activities will be funded through Perkins V allocations and supplemented by regional partnerships and in-kind contributions from industry partners.					
3. Measurable Outcomes (report results in next APR):					
Facilitate four training and networking events for CTE educators, staff, and industry partners, with a minimum of 50 participants per event, including two events in fall and two in spring, to be completed by the end of the 2025–2026 school year. Evaluations after trainings will be collected and reviewed.					

NEED C: Element 2, Need B	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to expand opportunities for students to earn industry-recognized credentials, as current access to credentialing programs is limited in many schools.					
2. Strategies to address need:					
CTE program coordinators and Business department faculty will expand and update program offerings—specifically by adding IT support courses in response to advisory board recommendations—and enhance Manufacturing programming during the 2025–2026 academic year. These updates will be supported through Perkins V funding and local district contributions, with additional input from industry partners to maximize alignment with workforce needs.					
3. Measurable Outcomes (report results in next APR):					

Support 150 secondary and postsecondary students in earning various industry-recognized credentials (e.g., OSHA, CNA, etc.), achieving full credential attainment by the end of May 2026.

1. Provide additional narrative to address the following:

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

New programs planned for FY2026 at NTC Information Technology - Tech Technician Diploma and Computer Information Tech AAS.

New programs planned for FY2026 for secondary programs include but are not limited to:

Nevis: supporting unique industry-recognized credentials related to construction careers (Boiler License), a new health science program including Nursing Assistants.

Walker/Hackensack/Akeley: A revived business program is expanding, new hire in manufacturing – working on state program approval for manufacturing, construction and transportation programs of study.

Park Rapids: Support of a childcare certificate program being offered via a collaboration of community services, funding sources, district support, and business partnerships.

Kelliher: continued support for meat production/processing in Agriculture and Family and Consumer Science programs

Bemidji: expanded course offerings in Welding and Machining

South Koochiching: supporting expanding curriculum in construction careers to include CNC technologies (tooling and professional development). Equipment relocated from Kelliher to Northome. Support for transportation program of study that will focus on CDL.

Cass Lake-Bena: development of a summer program series for construction careers.

ALL North Country districts will be offered safety training to update American Red Cross certification in first aid, CPR, and AED.

Supporting the programs that provide an industry recognized credential for students is an appropriate use of Perkins funds. Additionally, all the above-mentioned programs include a strong, active component of student organizations.

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

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

The new programs will be promoted on the NTC website, press releases will be created for local and regional news outlets, the office of communications and marketing is creating a digital marketing blitz.

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

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

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

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

NEED A: Element 2, Need C; Element 3, Need A	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to strengthen advisory boards in schools, as survey results reveal that over 80% of teachers and administrators feel they do not have a strong or effective advisory board to support program development and industry alignment.					
2. Strategies to address need:					
CTE leaders will engage business and industry representatives throughout the 2025–2026 academic year by showcasing the high level of skills-based training students are receiving, gathering feedback for program improvements, and encouraging increased industry involvement through training partnerships, site tours, and guest speaker opportunities. These efforts will be supported by Perkins V funding and strengthened through collaboration with local industry partners.					
3. Measurable Outcomes (report results in next APR):					
Implement the revised advisory board model with secondary schools to increase advisory board participation by 15% on or before June 1, 2026.					

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1. Describe how your consortium, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide:

- a. Career exploration and career development coursework, activities, or services including an organized system of career guidance and academic counseling.

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

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

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

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

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

Workforce Center Collaboration

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

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

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A: Element 1, Need B	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Improvement in students' ability to apply functional math and literacy skills in real-world contexts is vital, as state performance indicators show low attainment in these areas. Research indicates that functional math skills, typically introduced in grades 1–5, are not being sufficiently retained into higher grades, limiting students' success in career-focused programs.					
2. Strategies to address need:					
Instructional staff will design and integrate appropriate, application-based math and literacy components—aligned with state standards—into CTE curriculum during the 2025–2026 academic year, building on students' existing skills. Teachers will receive targeted workshops and instructional materials to support the embedding of these skills into work-based learning experiences. Pilot programs across various grade levels will be implemented to test and refine the new components, with funding provided through Perkins V and local district support.					
3. Measurable Outcomes (report results in next APR):					
Engage 15 teachers in curriculum development focused on examining state standards and integrating math and literacy into CTE content, with 100% participation and completed curriculum revisions by May 15, 2026.					

Provide additional narrative to address the following:

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- a. How will your consortium improve both the academic and technical skills of students in CTE programs?
- By strengthening the academic and career and technical components of such programs
 - Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
 - To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)
1. Providing teachers with the best methods of modifying and incorporating math and literacy into existing curriculum.
 2. Imbedding academic standards applicable to the identified parts of the program area. (i.e. measuring, percentages, volume calculations, specific notetaking, etc). For example, standards based applied Math for virtual reality welding, electronic circuit, FCS applications.
 3. Review data from student outcomes in testing and applications of math and literacy. Development of learning guides.
 4. Providing access for students to earn industry-recognized credentials: ie, CNA, Boiler Engineer License, ARC safety, OSHA 10 and 30, plus others.

Narrative 5: Special Populations

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

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

NEED A: Element 5, Need A	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
It is important to increase nontraditional program enrollment, as current participation rates remain low among underrepresented student groups, data shows that females make up less students in many trade and technical programs, and males are similarly underrepresented in fields like health sciences and education.					
2. Strategies to address need:					
NTC staff will increase engagement with consortium and area high schools during the 2025–2026 academic year by identifying nontraditional CTE programs and inviting current students to share their learning journeys and career interests. These efforts will highlight diverse pathways and promote equity in CTE enrollment, supported through Perkins V funding and collaboration with local schools and community partners.					
3. Measurable Outcomes (report results in next APR):					
Host on-campus events for prospective and current students to promote awareness of NTC programs and career pathways, with a goal of increasing event participation and program inquiries throughout the 2025–2026 school year.					

NEED B: Element 5, Need B	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>A priority is to increase the number of special population students earning postsecondary credentials, such as those with disabilities, from low-income families, or English language learners—earn credentials at significantly lower rates than their peers.</p>					
2. Strategies to address need:					
<p>The AIRC Coordinator at NTC will provide targeted support to American Indian students throughout the 2025–2026 academic year, focusing on retention and successful program completion. This support will include academic guidance, cultural connections, and mentorship, with funding provided through institutional resources and supplemental support from Perkins V.</p> <p>The Peer Mentor Program enhances career and technical education by offering hands-on support and mentorship opportunities for NTC’s students. Students working with a mentor have the opportunity to strengthen their skills through tailored tutoring from a peer. Mentors gain leadership experience, organizational skills, and relationship building skills. This program will help both the student and mentor gain the interpersonal skills needed in the workforce.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Increase the completion of postsecondary credentials and continued enrollment of students in 2-year programs beyond year two, achieving a 5% improvement by the end of the 2026 academic year.</p>					

NEED C: Element 5, Need C	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>It is essential to establish stronger networks among teachers in high American Indian enrollment districts to share strategies for integrating career readiness skills with respect for traditional customs, as many educators currently lack collaborative opportunities and culturally responsive resources.</p>					
2. Strategies to address need:					
<p>American Indian counselors, advisors, and staff will be actively included in the curriculum planning and integration process during the 2025–2026 academic year to ensure culturally responsive instruction and increased student engagement. Their participation will be supported through Perkins V funding.</p>					

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

Maintain or increase participation of American Indian students in CTE Programs of Study (POS), achieving a measured enrollment growth of 5% by the end of the 2026 school year.

4. Provide additional narrative to address the following:

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

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

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

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

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

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

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

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

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

Narrative 6: Work-Based Learning

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to prioritize licensing for Work-Based Learning (WBL) coordinators, as many newly hired or out-of-field staff are still in the process of completing their certification requirements, which can impact program quality and student support. Additionally, there is a growing need to strengthen connections between WBL programs and local business and industry partners to ensure students have access to meaningful, real-world learning experiences aligned with workforce demands.					
2. Strategies to address need:					
Consortium leaders will support Work-Based Learning (WBL) coordinator candidates throughout the 2025–2026 academic year by connecting them with appropriate licensing pathways, while also promoting industry-recognized credentials for students. In addition, they will create networking opportunities between business/industry partners and WBL programs to strengthen real-world learning experiences. These initiatives will be funded through Perkins V.					
3. Measurable Outcomes (report results in next APR):					
Increase the number of Work-Based Learning (WBL) teachers at three schools to expand WBL program offerings, resulting in a measurable increase in student access to WBL opportunities by the end of the 2025–2026 school year.					

Provide additional narrative to address the following:

- a. Describe the current work-based learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

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

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

- b. Describe how your consortium will partner with employers to develop or expand work-based learning programs for all CTE students, including special populations, at both the secondary and postsecondary levels.

1. Outreach to employers in the region for career information sharing in the industry and requests for participation on advisory boards for CTE programs relating to the industry.
2. Increase community awareness of the role of WBL by highlighting program activities for publication.
3. Keep employers informed and engaged in WBL by regularly updating program features and requesting feedback through advisory roles.
4. Expose students to a wide range of industries and occupations by supporting site visits and guest speakers.
5. Support intentional preparation and opportunities for reflection through continuous curriculum review and improvements that address workplace training. Teacher workshop opportunities will be offered throughout the fiscal year that also include improving methods of teaching literacy and mathematics for CTE.

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

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

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

Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A: Element 2, Need B	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
It is important to expand opportunities for students to earn industry-recognized credentials and access postsecondary early college options, as current participation rates remain limited, increasing access can help students graduate better prepared for both college and career pathways.					
2. Strategies to address need:					
CTE coordinators will work with area schools as well as communicate and promote current opportunities to school counselors and teachers who will encourage their students to participate in courses offering industry-recognized credentials and actively inform students and parents about these opportunities throughout the 2025–2026 academic year. Outreach efforts will include informational sessions, promotional materials, and one-on-one advising, supported by Perkins V funding and local district resources.					
3. Measurable Outcomes (report results in next APR):					
Maintain and expand enrollment of secondary and postsecondary students in courses that offer industry-recognized credentials or early college credit, achieving a net increase in enrollment by the end of the 2025–2026 school year.					

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?

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

Narrative 8: Support to Professionals

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

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

NEED A: Element 4, Need A	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Collaboration is key to providing targeted professional development for secondary and post-secondary instructors, as well as advisory boards, to enhance curriculum alignment with current industry standards. Many educators and advisory members report limited access to updated training and industry-relevant resources, which can hinder the effectiveness of career and technical education programs.					
2. Strategies to address need:					
Consortium program coordinators will expand and strengthen professional development activities throughout the 2025–2026 academic year in response to strong indicators identified in the CLNA. This includes offering specialized training for upgraded equipment, supporting out-of-field teachers in obtaining proper licensure, researching certificate-based training programs, and encouraging participation in trade shows and industry association events. Efforts will also focus on expanding professional development networks and leveraging additional grant funds beyond Perkins V to support these initiatives.					
3. Measurable Outcomes (report results in next APR):					
Train CTE faculty members on the use of new program-specific equipment, reaching at least 50% participation during the 2025–2026 school year.					

Provide additional narrative to address the following:

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- 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.

North Country will participate in recruitment/retention activities of education professionals such as professional associations, and presentations to prospective teachers.

Support will be provided for out-of-field teachers to obtain proper licensing.

Participation in partnerships with special populations to recruit and train individuals showing an interest in becoming professional educators, particularly among American Indian populations.

- 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.

Networking teachers in similar programs across districts and with postsecondary faculty.

Offering mentoring as needed for curriculum development.

Supporting continued education to further industry-recognized credentials.

Narrative 9: Performance Gaps

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

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

NEED A: Element 1, Need B	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to embed applicable math and literacy standards into Career and Technical Education (CTE) Programs of Study (POS) for all pilot programs in grades 5–12, as current curriculum models often lack intentional integration of core academic skills. This gap limits students' ability to apply essential math and literacy competencies within technical and career-focused contexts (National Research Center for CTE, 2023).					
2. Strategies to address need:					
CTE leaders will implement pilot programs during the 2025–2026 academic year to model and deliver hands-on training for teachers on effective methods of incorporating functional math and literacy into new and emerging CTE curriculum. Additionally, current math and literacy components will be assessed, and new instructional methods and materials will be developed throughout the year. These efforts will be supported by Perkins V funding.					
3. Measurable Outcomes (report results in next APR):					
Modify curriculum by CTE teachers to integrate instructional methods for teaching math and literacy, resulting in 100% of targeted courses updated by January 2026.					

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Increasing nontraditional program enrollment, as current participation rates remain low among underrepresented student groups, with national data showing that females make up less students in many trade and technical programs, and males are similarly underrepresented in fields like health sciences and education.					
2. Strategies to address need:					
Outreach teams will increase engagement with consortium and area high schools during the 2025–2026 academic year by identifying nontraditional students in CTE programs and inviting them to share their personal learning journeys and motivations for entering their chosen fields. These outreach efforts will be supported through Perkins V funding with the goal of encouraging greater awareness and enrollment among underrepresented student groups.					
3. Measurable Outcomes (report results in next APR):					
Host on-campus events for prospective students and community members to increase awareness and interest in NTC programs and related career pathways, resulting in a 20% increase in program inquiries and event participation throughout the 2025–2026 school year.					

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

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

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

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

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

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

Narrative 10: Consortium Governance

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

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

NEED A: Element 3, Need A	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
There is a need to strengthen advisory boards in schools, as survey results reveal that over 80% of teachers and administrators feel they do not have a strong or effective advisory board to support program development and industry alignment.					
2. Strategies to address need:					
CTE leaders will engage business and industry representatives throughout the 2025–2026 academic year by showcasing the high level of skills-based training students are receiving, gathering feedback for program improvements, and encouraging increased industry involvement through training partnerships, site tours, and guest speaker opportunities. These efforts will be supported by Perkins V funding and strengthened through collaboration with local industry partners.					
3. Measurable Outcomes (report results in next APR):					
Implement the revised advisory board model with secondary schools to increase advisory board participation by 15% on or before October 1, 2025.					

Provide additional narrative to address the following:

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

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

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

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

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

- Does this use of funds constitute “supplanting” of other funding sources?
- Is the expense reasonable?

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

Who is responsible for maintaining fiscal records within the consortium?

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

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

Each school district and ISD919 maintain the equipment inventory for secondary. Northwest Technical College postsecondary coordinator tracks purchases and maintains inventory.

Narrative 11: Reserve Funds

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

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

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

NEED A: Element 2, Need C	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>Collaboration to provide relevant professional development for secondary and postsecondary instructors, as well as advisory boards, to enhance curriculum and ensure alignment with current industry standards. Presently, many educators and advisory members lack access to consistent, up-to-date training, limiting their ability to effectively prepare students for workforce demands.</p> <p>Teachers' safety certifications will expire by June, 2025, and a plan is in place to schedule safety training for all North Country districts.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>Consortium directors will collaborate throughout the 2025–2026 academic year to encourage participation in training opportunities offered by regional business and industry, strengthen advisory board structures, and expand networking opportunities. They will also share professional development information and training sessions, including safety training, across the consortium to maximize impact.</p>					
3. Measurable Outcomes (report results in next APR):					
<p>Increase collaboration among secondary, postsecondary, and business/industry partners to support existing CTE programs and ensure alignment between industry standards and</p>					

curriculum requirements, resulting in a 50% improvement in program alignment and stakeholder engagement by the end of the 2025–2026 academic year.
Offer safety recertification in 100% of North Country consortium districts.

NEED B: Element 2, Need A	This Need is in Element(s):				
2. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Faculty survey results highlight the need for updated equipment to align with the evolving CTE curriculum, as current resources are insufficient to effectively support program expansion and sustain high-quality training.					
Reserve Category: <input type="checkbox"/> Performance Gaps <input checked="" type="checkbox"/> Develop or Improve POS/CTE programs					
3. Strategies to address need:					
Evaluate equipment upgrade impact for industry-grade alignment, facility capacity, necessary safety measures, networking opportunities for sharing technologies, training schedules, and curriculum redesign. Budget adequate funds and leverage additional funds, when possible, to obtain high quality equipment.					
4. Measurable Outcomes (report results in next APR):					
Complete equipment selection, installation, and training, including safety, for CTE program staff and facilities, achieving 100% implementation with full functionality and staff readiness by May 1, 2026.					

5. Provide additional narrative to address the following:

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

NA

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

New programs planned for FY2026 at NTC Information Technology - Tech Technician Diploma and Computer Information Tech AAS.

New programs planned for FY2026 for secondary programs include but are not limited to:

Nevis: supporting unique industry-recognized credentials related to construction careers (Boiler License), a new health science program including Nursing Assistants.

Walker/Hackensack/Akeley: A revived business program is expanding, new hire in manufacturing – working on state program approval in manufacturing, construction, and transportation programs of study.

Park Rapids: Support of a childcare certificate program being offered via a collaboration of community services, funding sources, district support, and business partnerships.

Kelliher: continued support for meat production/processing in Agriculture and Family and Consumer Science programs

Bemidji: expanded course offerings in Welding and Machining

South Koochiching: supporting expanding curriculum in construction careers to include CNC technologies (tooling and professional development). Equipment relocated from Kelliher to Northome. Support for adding transportation program of study that will focus on CDL training.

Cass Lake-Bena: development of a summer program series for construction careers

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

Perkins-Funded Positions

Submit the following with your application materials:

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

Required Documentation

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

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

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

To be submitted with the 2024 Local Application

Consortium Name:	North Country
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Purpose of the CLNA Results and Priorities

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

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

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

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

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

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

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

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

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

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

Name	Title	Group Represented
Sarah Behrens		Postsecondary
Elaine Hoffman		Secondary
North Country Secondary Schools		Administration, teachers, students, parents
NTC		Administration, faculty, staff, students
Troy Haugen		Lakes Country Consortium
Jill Murry		Lake Superior Consortium
Carrie Hanson		Runestone Consortium
Tom Leuthner		Pine to Prairie Consortium
Carson Gorecki		DEED
Nicole Naasz		American Indian Resource Center
Lisa Hanson/Mike Kaluza		Central Lakes Consortium
Hannah Johnson		Sanford Health

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

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

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

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

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A:

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

E1-Need B

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

E1-Need C

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

E1-Need D

North Country Consortium met 5S3: Program Quality: Work-Based Learning. With only 3 districts with work based learning programs.

E1-Need E

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

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

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

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

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

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

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

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

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

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

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

E2-Need A:

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

E2-Need B

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

E2-Need C

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

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

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

Introduction to new CNC tooling and applications.

FCS software-based textile operations.

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

Presentations by industry representatives on new equipment functions and applications.

E2-Need D

E2-Need E

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

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

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

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

E3-Need A:

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

E3-Need B

E3-Need C

E3-Need D

E3-Need E

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

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

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

PRIORITIZED NEEDS

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

E4-Need A:

Professional development to retain and train CTE professionals

E4-Need B

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

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

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

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

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

E4-Need C

E4-Need D

E4-Need E

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

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

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

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

E5-Need A:

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

E5-Need B

Special population students earning postsecondary credential.

E5-Need C

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

E5-Need D

E5-Need E

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	\$179,583.33	\$68,998.93	\$248,582.26
Postsecondary Allocation:	\$117,727.80	\$68,998.93	\$186,726.73
Total Consortium Allocation:	\$297,311.13	\$137,997.86	\$435,308.99

INSERTING ADDITIONAL ROWS

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

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

DATA ENTRY

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

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

SUMMARY SPREADSHEET

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

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

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

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

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

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

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

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

[illegible]

North Country

Reserve Funding--Secondary

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Therapeutic Services, Business, FCS, T&I	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
304 Federal Subawards and Subcontracts - Amount over \$25,000	Director's wages		\$15,000.00	\$15,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	professional development		\$12,000.00	\$12,000.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	consulting/stipends		\$13,863.15	\$13,863.15
303 Federal Subawards and Subcontracts - Amount up to \$25,000	equipment		\$24,721.94	\$24,721.94
300's Services/Subawards	SUBTOTAL	\$0.00	\$65,585.09	\$65,585.09
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
400's Supplies/Materials	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
895 Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount in YELLOW cell at right)				\$3,413.84
2024-2025 Proposed Budget		\$0.00	\$65,585.09	\$68,998.93

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

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

SECONDARY Narrative for Perkins V Application

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

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

>Basic 428

\$8,932.01: 5% Admin.

\$60,000: Director's Wages

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

\$200: MACTA and others

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECONDARY Narrative for Perkins V Application

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

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

SECONDARY Narrative for Perkins V Application

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

--

<i>Describe how your consortium plans to use your Perkins award on Reserve expenditures (from 475 tab). Narrative for <u>each expenditure</u> 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.</i>
--

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

North Country

Narrative Funding--Postsecondary

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Personnel	percent of Perkins Coordinator Salary										\$ 76,320.33	\$76,320.33
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$76,320.33	\$76,320.33
equipment	equipment for dental assisting, plumbing, HART programs		\$31,700.00									\$31,700.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Equipment	SUBTOTAL	\$0.00	\$31,700.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$31,700.00
professional development	Professional Development - participation in fellowships, leadership opportunities								\$5,300.00			\$5,300.00
AAPC	AAPC content renewal for credential				\$2,500.00							\$2,500.00
membership	subscription to ctedreditmn							\$1,907.47				\$1,907.47
												\$0.00
												\$0.00
												\$0.00
												\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$1,907.47	\$5,300.00	\$0.00	\$0.00	\$9,707.47
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)												\$0.00
2024-2025 Proposed Budget		\$0.00	\$31,700.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$1,907.47	\$5,300.00	\$0.00	\$76,320.33	\$117,727.80

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

[illegible]

North Country

Reserve Funding--Postsecondary

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Therapeutic Services, Business, FCS, T&I	
percent of Salary	AIRC Coordinator		\$40,000.00	\$40,000.00
stipend	Library coordination		\$6,000.00	\$6,000.00
stipends	NTC Peer Mentor Program		\$6,000.00	\$6,000.00
				\$0.00
				\$0.00
Personnel	SUBTOTAL	\$0.00	\$52,000.00	\$52,000.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00
curriculum development	Think like a Nurse, Turn it in		\$11,371.00	\$11,371.00
curriculum support	license for virtual dementia tour		\$900.00	\$900.00
professional development	professional development for leadership opportunities such as Luoma, new administrator, plumbing conference		\$4,727.93	\$4,727.93
				\$0.00
				\$0.00
Non-Personnel	SUBTOTAL	\$0.00	\$16,998.93	\$16,998.93
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				
2024-2025 Proposed Budget		\$0.00	\$68,998.93	\$68,998.93

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

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

POSTSECONDARY Narrative for Perkins V Application

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

Personnel expenditures: % of Perkins Coordinator Salary - \$76320.33 - Narrative 10. % of AIRC Coordinator Position - \$40000.00 Narrative 5/11. Stipend for mentors for NTC peer mentor program, stipend to assist with library services: Identified need - support special populations specifically American Indian students in completing postsecondary credentials.

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

equipment for dental assisting (\$3200 of 6114.97 request for 3 model trimmers The handpiece maintenance unit is a vital piece of equipment that ensure our handpieces are maintained properly), plumbing (\$10,000 of \$18643.44 request for combi units, Gives the student hands on experience working with state of the art equipment related to ever growing industry needs.) HART programs (\$10,000 of \$18,896.29 request for air conditioning equipment which will meet the new requirements implemented this year by the EPA requiring new air conditioning units to have A2L refrigerants in them- narrative 2/6 - supported by advisory board. Remaining funds to purchase equipment will be leveraged equipment dollars.

POSTSECONDARY Narrative for Perkins V Application

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

The bulk of the funds are allocated for professional development and support for students. Funds allocated for registration for HEC Conference, Professional development for dementia training within the allied health and skilled trades programs

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

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

The bulk of the funds are allocated for professional development and support for students. Virtual Dementia Tour funds will pay for the license which allows programs to participate in the Virtual Dementia lab - program participating include Dental Assisting, all nursing, Electrical, Plumbing and Auto. The Peer Mentor Program enhances career and technical education by offering hands-on support and mentorship opportunities

Consortium Plan: Budget Summary 2022-2023

<div> <div>North Country</div> <div> July 1, 2024 - June 30, 2025 (FY25) Budget by Application Narratives </div> </div>				
DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	Total	\$0.00	\$0.00	\$0.00
Narrative 2: Programs of Study	Secondary	\$31,943.11		\$31,943.11
	Postsecondary		\$31,700.00	\$31,700.00
	Total	\$31,943.11	\$31,700.00	\$63,643.11
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$4,000.00		\$4,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$4,000.00	\$0.00	\$4,000.00
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$29,000.00		\$29,000.00
	Postsecondary		\$2,500.00	\$2,500.00
	Total	\$29,000.00	\$2,500.00	\$31,500.00
Narrative 5: Special Populations	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$1,000.00	\$0.00	\$1,000.00
Narrative 6: Work - Based Learning	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$1,000.00	\$0.00	\$1,000.00
Narrative 7: Early College	Secondary	\$0.00		\$0.00
	Postsecondary		\$1,907.47	\$1,907.47
	Total	\$0.00	\$1,907.47	\$1,907.47
Narrative 8: Support for Professionals	Secondary	\$12,508.21		\$12,508.21
	Postsecondary		\$5,300.00	\$5,300.00
	Total	\$12,508.21	\$5,300.00	\$17,808.21
Narrative 9: Performance Gaps	Secondary	\$26,000.00		\$26,000.00
	Postsecondary		\$0.00	\$0.00
	Total	\$26,000.00	\$0.00	\$26,000.00
Narrative 10: Governance	Secondary	\$74,132.01		\$74,132.01
	Postsecondary		\$76,320.33	\$76,320.33
	Total	\$74,132.01	\$76,320.33	\$150,452.34
Narrative 11: Reserve Funds	Secondary	\$68,998.93		\$68,998.93
	Postsecondary		\$68,998.93	\$68,998.93
	Total	\$68,998.93	\$68,998.93	\$137,997.86
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$12,345.85		\$12,345.85
	Postsecondary		\$0.00	\$0.00
	Total	\$12,345.85	\$0.00	\$12,345.85
PLAN TOTALS	Secondary	\$248,582.26		\$248,582.26
	Postsecondary		\$186,726.73	\$186,726.73
	Total	\$248,582.26	\$186,726.73	\$435,308.99

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$179,583.33	\$68,998.93	\$248,582.26
Budget Over /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$117,727.80	\$68,998.93	\$186,726.73
Budget Over /Short	\$0.00	\$0.00	\$0.00

Completing the Program of Study Spreadsheet

July 1, 2025 - June 30, 2026 (FY26)

North Country

There is information to complete on BOTH of the FY26 spreadsheet tabs. You will submit this completed document as a separate attachment along with your spring consortium plan. **NOTE: Using this document in Google Sheets or saving as an MS Excel document in a format other than the original may disable dropdown menu options.**

SRPOS Verification tab: Consortium leaders verify that each of the Programs of Study identified on the "SRPOS" tab meet **ALL SEVEN** of the criteria required for a State-Recognized Program of Study.
Check the box on row 16 and insert consortium leader signatures on row 19.

SRPOS tab: Consortium leaders **may submit up to 15** Programs of Study that they verify below meet all seven criteria for State-Recognized Programs of Study. This information will be posted for the public on the Minnesota State website to meet federal requirements for posting of POS information. **Two pathways per POS may be identified.** **NOTE: Programs of Study that are "in development" are not yet Programs of Study and should NOT be listed on this tab.**

POS Funding tab: Consortium leaders may submit up to **10 Programs of Study** for which some level of Perkins funding is identified/requested in the consortium plan. **Two pathways per POS may be identified.** Financial support requested for all POS included on this tab should be included in Narrative 2 of the Consortium Plan. Identify the priority of financial support designated (Priority 1 for highest priority, Priority 3 for lowest priority, or Reserve) using the dropdown options in row 11.
Consortia may wish to identify POS "in development" for funding on this tab.

Key Instructions: State-Recognized Programs of Study (SRPOS) tab

* Dropdown menus are provided to complete POS information in rows 2 - 4, 6 - 9, and 10.

* Changes to any dropdown selections in rows 2 - 4 or 6 - 9 should reset all dropdown options below in that column.

* Two columns are provided for each SRPOS, to be used by those consortia who partner with more than one postsecondary institution, or who are aligning to more than one career pathway within the selected career cluster. You can identify two separate postsecondary institutions in the two POS columns along with the specific program name(s) offered by each institution. (The second column could also be used to identify a postsecondary partner with whom you have a brokering relationship.)

ROWS 2-3: Do **NOT** manually enter information in row 2-3 cells highlighted in YELLOW--those cells should populate with information when you begin entering field, cluster, and pathway information in the first column of each SRPOS.

ROW 4: Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded BLUE. If you are working with a second postsecondary partner, or aligning to a second career pathway within the same cluster for your primary postsecondary partner, you **can** select a different "pathway" to align the second POS column. The postsecondary partners and postsecondary programs to which you can align your POS in rows 6-9 will be based on the pathway choices you identify in these two cells.

ROW 5: Enter the CTE approved program code number for the programs aligned to each POS, followed by the school districts in your consortium with that approved program.

ROW 6: A list of Minnesota State postsecondary institutions will appear as dropdown menu options based on the programs they offer aligned with the field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, use both columns for the POS to identify one in each column. **If only one postsecondary partner, or only one career pathway being developed in the POS, leave the 2nd column blank.** There is an option "Institution Not on List (See Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the missing institution's name and college program in Narrative 2.

ROWS 7-9: From the dropdown menu options of postsecondary programs offered by the institution you selected in row 6, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options will be different in the two POS columns (if you are partnering with two institutions) based on the different programs provided at each postsecondary institution.

Approved Work-based Learning Programs : S-RPOS MUST include authentic work-based learning at either the

secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific or diversified WBL program codes (and the school districts approved to offer them) through which a student could obtain WBL experience in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or postsecondary WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE classes in the program of study.

Key Instructions: POS Funding tab

* Dropdown menus provided to complete POS information in rows 2 - 4, 6 - 9, 10 - 11, and row 13.

*** See instructions above (rows 37-38) regarding YELLOW cells.**

* For any S-RPOS you intend to include on the Funding tab, you can **copy/paste** the applicable cells from rows 2-9 on the S-RPOS tab to those rows/cells on the Funding tab.

Use the same instructions as above for completing information in rows 2-9.

ROW 10: Select "Yes" or "No" from the dropdown menu to identify whether the POS was identified as a state-recognized POS on the SRPOS tab.

ROW 11--Funding Priority: Consortium leadership teams should identify the priority spending level of spending requests made in support of their Programs of Study. Consortia can **identify up to TEN (10) POS** on this tab. **NO MORE THAN THREE (3)** can be identified as Priority 1 (top level), and **NO MORE THAN THREE (3)** POS can be identified as Priority 2. Note that POS listed on this tab **DO NOT** need to be State-Recognized POS to be prioritized for funding; however, Narrative 2 of your consortium plan should clearly describe how this need and priority were identified to align with your CLNA.

Use the table below to assist in determining the funding priority level for each Program of Study:

Priority Level	Rationale
Priority 1 (no more than THREE POS) --LIST THESE POS FIRST--	Program of Study represents a high priority workforce need in CLNA findings. These are not necessarily the largest amounts to be spent--simply the highest priorities. The State Team would expect to see these among a consortia's earliest expenditures upon approval of their plan.
Priority 2 (no more than THREE POS) --LIST THESE POS NEXT--	Program of Study represents a workforce need for continued support, possibly to provide industry-standard equipment or innovate existing program delivery. The State Team would expect to see these expenditures made ahead of Priority 3 items as the consortium team would have determined them to be of higher priority.
Priority 3 (either 3 POS, or 4 if no Reserve) --LIST THESE POS NEXT--	Program of Study represents an established program area in need of supports including professional development and supplemental curriculum materials.
Reserve Funds (OPTIONAL) --LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--	Use of Reserve funding to develop a new POS (i.e., development to establish new POS or to develop coordination and alignment of secondary and postsecondary programs which exist at one level but not at the other). If consortium plan does not include use of reserve funds for new POS development, do not identify any POS with this label on the POS funding tab.

*** [OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium offers an **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with the identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #--Course #**. Examples could include: Agribusiness course listed under Business; T&I Welding course listed under Agriculture. **Focus should be on courses that may be included in equipment requests for the primary CTE program in the POS.** (Contact MDE Program Specialists if you have questions on listing courses in these cells.)

RESOURCE LINKS

[Minnesota Department of Education—Career and Technical Education](#)

[Minnesota Department of Education—Program Approval](#)

[Maps of Approved Secondary Programs](#)

[Minnesota State—Career and Technical Education](#)

[Minnesota State—Consortia Resources](#)

[Minnesota State—State-Recognized Programs of Study User Guide](#)

State-Recognized Program of Study Verification
July 1, 2025 - June 30, 2026 (FY26)
North Country Consortium

There are seven minimum criteria that must be met for identification as a State-Recognized Program of Study:

1. Course standards accurately align to the academic, technical, and employability skills learners must master for entry and success in a given career pathway.
2. Program of Study incorporates active involvement from an integrated network of partners.
3. Secondary program(s) meets MDE program approval requirements and incorporate courses that lead to postsecondary credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission requirements.
5. Materials, Equipment and Resources used in the program reflect current workplace, industry, and/or occupational standards.
6. Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive local needs assessment.

*The State-Recognized Programs of Study submitted by our consortium
meet all seven of the minimum criteria identified above.*

☒

[Insert "X" in the box to confirm]

Elaine Hoffman

[Secondary Consortium Leader]

Sarah Behrens

[Postsecondary Consortium Leader]

North Country	POS 1		POS 2	
Career Field	Business_Management_Administration	Business_Management_Administration	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Business_Management_and_Administration	Business_Management_and_Administration	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	General_Management	Operations_Management	Food_Products_and_Processing_Systems	Power_Structural_and_Technical_Systems
High Schools & Approved CTE Programs (Table C)	(140710) Aitkin, Bertha-Hewitt, Brainerd, Browerville, Henning, Isle, Little Falls, Pierz Healy, Pillager, Pine River Backus, Sebeka, Verndale, Wadena-Deer Creek		(019901) Caledonia, Cannon Falls, Chatfield, Dover-Eyota, Fillmore Central, Goodhue, Kenyon-Wanamingo, Lake City, Lanesboro, Lewiston-Altura, Plainview, Red Wing, Rushford-Peterson, St. Charles, Spring Grove, Winona, Zumbrota-Mazeppa	
Postsecondary Partner Institutions	Alexandria_Technical_Community_College_025	Northland_Community_Technical_College_049	Riverland_Community_College_023	South_Central_College_054
Postsecondary CTE Program #1	Please Select...	Production and Inventory Management	Food Science	Agribusiness Service Technician
Postsecondary CTE Program #2	Please Select...	Please Select...	Food Science Technology	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 1	
Interdisciplinary CTE-Related Courses (optional)	Little Falls 019901 course #05		Anoka-Hennepin 090101 course #21	Rushford-Peterson 171000 course #41 Red Wing 171710 courses #31, #32

North Country	POS 3		POS 4	
Career Field	Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Communications	Arts_Audio_Video_Technology_and_Communications
Career Pathway	Therapeutic_Services	Diagnostic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Film
High Schools & Approved CTE Programs (Table C)	(070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center		(171502) Grand Rapids	
Postsecondary Partner Institutions	StCloud_Technical_Community_College_073	StCloud_Technical_Community_College_016	Lake_Superior_College_033	Hennepin_Technical_College_006
Postsecondary CTE Program #1	Surgical Technology	Cardiovascular Technology	Media Studies and Production	Please Select...
Postsecondary CTE Program #2	Practical Nursing	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)			Grand Rapids 140710 course #68	

	POS 5		POS 6	
North Country				
Career Field				
Career Cluster				
Career Pathway	Please Select...		Please Select...	
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...		Please Select...	
Postsecondary CTE Program #1	Please Select...	Please Select...	Please Select...	
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	
State-Recognized				
Funding Priority	Priority 2		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

North Country	POS 7	POS 8
Career Field		
Career Cluster		
Career Pathway		
High Schools & Approved CTE Programs (Table C)		
Postsecondary Partner Institutions	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...
State-Recognized		
Funding Priority	Priority 3	Priority 3
Interdisciplinary CTE-Related Courses (optional)		

North Country	POS 9		POS 10	
Career Field				
Career Cluster				
Career Pathway				
High Schools & Approved CTE Programs (Table C)				
Postsecondary Partner Institutions	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #1	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...	Please Select...	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...	Please Select...	Please Select...
State-Recognized				
Funding Priority	Priority 3		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

Use This Sheet for Guidance on Identifying Secondary Courses Aligned with Specific Programs of Study. If you have questions or need more information, contact the MDE Career Field Specialist.

Program of Study--Field	Program of Study--Cluster	Table C -- MDE Program Area	Table C -- Program Code	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered to Align With This Cluster
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Facility & Mobile Equipment Maintenance	Trade and Industry	170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Transportation, Distribution and Logistics Pathway: Transportation Operations		170302 171710	Transportation	#20-#81 #67-#69
Engineering, Manufacturing, Technology	Architecture and Construction	Trade and Industry	171000	Construction	#20-#56
Arts, Communications, Information Systems	Arts, Audio Video Technology, and Communications	Trade and Industry	171502	Communication Technology	#20-#88
Arts, Communications, Information Systems	Information Technology	Trade and Industry	171512	Computer Science/Information Technology	#01-#36
Engineering, Manufacturing, Technology	Manufacturing		170302 171000 171502 171710	Manufacturing	#01-#12 #01-#12 #01-#12 #01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710 171000 170302 171502	Manufacturing	#01-#71 #01-#56 #50-#53 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710 171000 170302 171502	Manufacturing - Welding	#30-#33 #41-#42 #60-#62 #80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Maintenance, Installation and Repair		171710	Manufacturing	#20-#71
Business, Management, and Administration	Marketing Pathways: Merchandising, Marketing Management, Marketing Communications, Professional Sales	Business and Marketing	140710 040800	Marketing Communications Marketing Management	#45-#51 #01-#12
Business, Management, and Administration	Business Management and Administration Pathways: Operations Management, Business Information Management, Human Resources Management, General Management	Business and Marketing	140710 040800	Business Management	#30-#39 #13 & #15
Business, Management, and Administration	Business Management and Administration Pathway: Administrative Support	Business and Marketing	140710	Administrative Support	#07-#14
Business, Management, and Administration	Finance Pathways: Accounting, Business Finance; Securities and Investment	Business and Marketing	140710 040800	Accounting and Finance	#18-#26 #14
Business, Management, and Administration	Hospitality and Tourism Pathways: Lodging; Recreation, Amusements, and Attractions; Restaurants and Food/Beverage Services; Travel and Tourism	Business and Marketing	140710 040800	Hospitality and Tourism Management	#55-#60 #16
Arts, Communications, Information Systems	Information Technology Pathway: Programming and Software Development	Business and Marketing	140710	Information Technology	#74-#80
Arts, Communications, Information Systems	Information Technology Pathway: Web and Digital Communications		140710	Information Technology	#64-#73 & #76-#77
Agriculture, Food, and Natural Resources	Agribusiness Systems	AFNR	019901	Agribusiness Systems	#05-#14
Agriculture, Food, and Natural Resources	Animal Systems	AFNR	019901	Animal Systems	#15-#29
Agriculture, Food, and Natural Resources	Plant Systems	AFNR	019901	Plant Systems	#30-#44
Agriculture, Food, and Natural Resources	Natural Resources Systems	AFNR	019901	Natural Resources, Energy, and Environmental Service Systems	#45-#53 #54-#59
Agriculture, Food, and Natural Resources	Power, Structural and Technical Systems	AFNR	019901	Power, Structural, and Technical Systems Biotechnology Systems	#60-#74 #85-#90
Agriculture, Food, and Natural Resources	Food Products and Processing Systems	AFNR	019901	Food Products and Processing Systems	#75-#84
Health Science	Biotechnology Research and Development	Health Science	070300	Health Science Fundamentals	#01-#04; #08; #10; #11; #15
Health Science	Diagnostic Services	Health Science	070300	Health Science Fundamentals	#01-#04; #08-#11; #13; #17-#18
Health Science	Support Services	Health Science	070300	Allied Health Services	#01-#04; #30-#38
Health Science	Health Informatics	Health Science	070300	Health Science Introduction	#01-#04
Health Science	Therapeutic Services	Health Science	070300 070101	Emergency Medical Services Dental Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45 #01-#04; #45
Business, Management, and Administration	Hospitality and Tourism Pathway: Restaurants and Food/Beverage Services	FCS	090101	Culinary/Hospitality/Food Science	#01; #06; #16-28
		Service Occupations	090301	Culinary/Hospitality Hospitality Management Hospitality Service Careers: Tourism/Recreation	#01-#07 #08-#12 #18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Early Childhood Guidance & Education Careers Education & Training Careers	#01; #06; #40-42 #01; #06; #46-48 #01-#07
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production and Development	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
		Service Occupations	090204		#05-#11
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood Development and Services; Family and Community Services; Personal Care Services	FCS	090101	Families & Community Service Early Childhood Guidance & Education Careers Human Services & Service Learning	#01; #06; #34-36 #01; #06; #40-42 #01; #06; #53-54
Human Services	Human Services Pathway Pathway: Cosmetology	Service Occupations	090204	Cosmetology	#01-#03
Human Services	Law, Public Safety, Corrections, and Security Pathway: Law Enforcement Services	Service Occupations	090401	Law Enforcement Careers Family & Community Service	#01-#07 #08-#09

The pathways below currently have NO Minnesota State postsecondary programs offered:

CAREER_FIELD	PATHWAY_DESC
Arts, Communications, & Information Systems	Communications_Technology
Business, Management, & Administration	Business_Finance
Business, Management, & Administration	Insurance
Business, Management, & Administration	Marketing_Research
Business, Management, & Administration	Lodging
Business, Management, & Administration	Recreation_Amusements_and_Attractions
Engineering, Manufacturing, & Technology	Sales_and_Services
Engineering, Manufacturing, & Technology	Transportation_Systems_Infrastructure_Planning_Management_and_Regulation
Engineering, Manufacturing, & Technology	Warehousing_and_Distribution_Center_Operations
Engineering, Manufacturing, & Technology	Logistics_and_Inventory_Control
Engineering, Manufacturing, & Technology	Health_Safety_and_Environmental_Assurance
Human Services	Administration_and_Administrative_Support
Human Services	Revenue_and_Taxation
Human Services	Foreign_Service
Human Services	Governance
Human Services	Planning
Human Services	Regulation
Human Services	Consumer_Services

North Country	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3	
Career Field	Business_Management_Administration	Business_Management_Administration	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Health_Science_Technology	Health_Science_Technology
Career Cluster	Finance	Finance	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Health_Science	Health_Science
Career Pathway	Accounting	Accounting	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Therapeutic_Services	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	(140710) Bemidji, Blackduck, Cass Lake-Bena, Lake of the Woods, Park Rapids, Red Lake, Walker-Hackensack-Akeley		(170302) Bemidji, Laporte Blackduck (019901)		(070300) Nevis	
Postsecondary Partner Institutions	Northwest_Technical_College_Bemidji_001	Please Select...	Northwest_Technical_College_Bemidji_021	Please Select...	Northwest_Technical_College_Bemidji_073	Northwest_Technical_College_Bemidji_073
Postsecondary CTE Program #1	Accounting	Please Select...	Automotive Service and Performance	Please Select...	Nursing	Nursing Assistant
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...	Practical Nursing	Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...	Dental Assisting	Please Select...
Dual Enrollment Opportunities	Yes		Yes		Yes	
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Bemidji (009090) Bemidji, Blackduck, Park Rapids (149090) Walker-Hackensack-Akeley		(000750) Bemidji (009090) Bemidji, Blackduck, Park Rapids (019090) Park Rapids		(000750) Bemidji (009090) Bemidji, Blackduck, Park Rapids	
Certification and Industry Recognized Credential			ASE Entry Level Certification, Equipment and Engine Training Council--Principles of Small Engine Technology; Precision Exams; S/P2, ASE		Nursing Assistant Credential	
Recognized Postsecondary Credentials:						
Academic Award	Certificate, AA, AAS		Diploma		Diploma, AS, AAS	
Work-based Learning					Clinicals	
Licensure, Certifications, and/or Industry Recognized Credentials					LPN, RN	

North Country	State-Recognized POS 4		State-Recognized POS 5		State-Recognized POS 6	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Manufacturing	Manufacturing
Career Pathway	Construction	Construction	Food_Products_and_Processing_Systems	Food_Products_and_Processing_Systems	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development
High Schools & Approved CTE Programs (Table C)	(171000) Bemidji, Blackduck, Cass Lake/Bena, Kelliher, Nevis, Park Rapids, South Koochiching		(019901) Kelliher, Park Rapids		(171710) Bemidji, Cass Lake/Bena, Kelliher, Laporte, Nevis, South Koochiching	
Postsecondary Partner Institutions	Northwest_Technical_College_Bemidji_011	Please Select...	Riverland_Community_College_023	Please Select...	Pine_Technical_Community_College_041	Please Select...
Postsecondary CTE Program #1	Electrical Construction and Maintenance	Please Select...	Food Science Technology	Please Select...	Manufacturing Foundations	Please Select...
Postsecondary CTE Program #2	Residential Plumbing/HVAC	Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities	Yes		No		No	
Recognized Secondary Credentials:						
Approved Work-based Learning Programs	(000750) Bemidji (009090) Bemidji, Blackduck, Park Rapids		(000750) Bemidji (009090) Bemidji, Blackduck, Park Rapids (019090) Park Rapids		(000750) Bemidji (009090) Bemidji, Blackduck, Park Rapids	
Certification and Industry Recognized Credential	apprenticeship, master plumber, master electrician					
Recognized Postsecondary Credentials:						
Academic Award	Diploma, AAS		Certificate, AS, AA		Diploma, AAS	
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

North Country	State-Recognized POS 7		State-Recognized POS 8		State-Recognized POS 9	
Career Field						
Career Cluster						
Career Pathway						
High Schools & Approved CTE Programs (Table C)						
Postsecondary Partner Institutions		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs						
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

North Country	State-Recognized POS 10		State-Recognized POS 11		State-Recognized POS 12	
Career Field						
Career Cluster						
Career Pathway						
High Schools & Approved CTE Programs (Table C)						
Postsecondary Partner Institutions		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs						
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

North Country	State-Recognized POS 13		State-Recognized POS 14		State-Recognized POS 15	
Career Field						
Career Cluster						
Career Pathway						
High Schools & Approved CTE Programs (Table C)						
Postsecondary Partner Institutions		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...		Please Select...
Dual Enrollment Opportunities						
Recognized Secondary Credentials:						
Approved Work-based Learning Programs						
Certification and Industry Recognized Credential						
Recognized Postsecondary Credentials:						
Academic Award						
Work-based Learning						
Licensure, Certifications, and/or Industry Recognized Credentials						

North Country	POS 1		POS 2	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Arts_Communications_Information_Systems	Arts_Communications_Information_Systems
Career Cluster	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Information_Technology	Information_Technology
Career Pathway	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Information_Support_and_Services	Information_Support_and_Services
High Schools & Approved CTE Programs (Table C)	Bemidji, Laporte (170302)		in development	
Postsecondary Partner Institutions	Northwest_Technical_College_Bemidji_021	Please Select...	Northwest_Technical_College_Bemidji_031	Please Select...
Postsecondary CTE Program #1	Automotive Service and Performance	Please Select...		Please Select...
Postsecondary CTE Program #2	Please Select...	Please Select...		Please Select...
Postsecondary CTE Program #3	Please Select...	Please Select...		Please Select...
State-Recognized	Yes		No	
Funding Priority	Priority 3		Priority 2	
Interdisciplinary CTE-Related Courses (optional)				

North Country	POS 3		POS 4	
Career Field	Health_Science_Technology	Health_Science_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Health_Science	Health_Science	Architecture_and_Construction	Architecture_and_Construction
Career Pathway	Therapeutic_Services	Therapeutic_Services	Construction	Construction
High Schools & Approved CTE Programs (Table C)	Nevis (070300)		Bemidji, Blackduck, Cass Lake/Bena, Kelliher, Nevis, Park Rapids, South Koochiching (171000)	
Postsecondary Partner Institutions	Northwest_Technical_College_Bemidji_073	Northwest_Technical_College_Bemidji_073	Northwest_Technical_College_Bemidji_011	Please Select...
Postsecondary CTE Program #1	Dental Assisting	Practical Nursing	Electrical Construction and Maintenance	Please Select...
Postsecondary CTE Program #2	Nursing	Please Select...	Electrical Construction and Maintenance	Please Select...
Postsecondary CTE Program #3	Nursing Assistant	Please Select...	Residential Plumbing/HVAC	Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Priority 2		Priority 1	
Interdisciplinary CTE-Related Courses (optional)				

North Country	POS 5		POS 6	
Career Field	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Career Cluster	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Manufacturing	Manufacturing
Career Pathway	Food_Products_and_Processing_Systems	Food_Products_and_Processing_Systems	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development
High Schools & Approved CTE Programs (Table C)	Blackduck, Kelliher, Park Rapids (019901)		Bemidji, Cass Lake/Bena, Kelliher, Laporte, Nevis, South Koochiching (171710)	
Postsecondary Partner Institutions	Riverland_Community_College_023	Please Select...	Pine_Technical_Community_College_041	Please Select...
Postsecondary CTE Program #1	Food Science	Please Select...	Manufacturing Foundations	Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized	Yes		Yes	
Funding Priority	Reserve		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

North Country	POS 7		POS 8	
Career Field	Human_Services	Human_Services	Human_Services	Human_Services
Career Cluster	Human_Services_Pathway	Human_Services_Pathway	Human_Services_Pathway	Human_Services_Pathway
Career Pathway	Early_Childhood_Development_and_Services	Early_Childhood_Development_and_Services	Family_and_Community_Services	Family_and_Community_Services
High Schools & Approved CTE Programs (Table C)	Blackduck, Cass Lake-Bena, Kelliher, South Koochiching (090101) In development: Park Rapids		Blackduck, Cass Lake-Bena, Kelliher, South Koochiching (090101) In development:	
Postsecondary Partner Institutions	Northwest_Technical_College_Bemidji_017	Please Select...	Central_Lakes_College_022	Please Select...
Postsecondary CTE Program #1	Child Care and Education - Level I	Please Select...	Human Services Technician	Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized	No		No	
Funding Priority	Priority 3		Priority 3	
Interdisciplinary CTE-Related Courses (optional)				

North Country	POS 9		POS 10	
Career Field	Human_Services	Human_Services		
Career Cluster	Human_Services_Pathway	Human_Services_Pathway		
Career Pathway	Personal_Care_Services	Personal_Care_Services		
High Schools & Approved CTE Programs (Table C)	in development at NTC			
Postsecondary Partner Institutions		Please Select...		Please Select...
Postsecondary CTE Program #1		Please Select...		Please Select...
Postsecondary CTE Program #2		Please Select...		Please Select...
Postsecondary CTE Program #3		Please Select...		Please Select...
State-Recognized	No			
Funding Priority	Priority 2		Reserve	
Interdisciplinary CTE-Related Courses (optional)				

FY	MDE Approval Number	Date	Item Purchased	District & contact person
22		3/1/2022	jobsite saw pro, cart and dust guard	Bemidji - Tony Hommes
22		6/7/2022	Drill press and vertical band saw	Cass Lake Bena - Jesse Frost
22		6/8/2022	welder with cart	Kelliher - Eric Nord
22		6/8/2022	fume extractor	Bemidji - Tony Hommes
22		6/17/2022	laser engraver	Blackduck - Jeremy Berg
24		9/25/2023	automotive 4 post lift	Laporte - Stanley Townsend

Secondary Perkins Assets

As of 4/27/2022

Department	School	Cost	Perkins Tag	% Purchased with Perkins funds
Trades and Industry	Bemidji	1499	na	100%
Trades and Industry	CLB	\$10,926.99	na	100%
Trades and Industry	Kelliher	\$3,590.89	na	100%
Trades and Industry	Bemidji	\$6,681.00	na	100%
Trades and Industry	Blackduck	\$23,990.00	na	100%
Trades and Industry	Laporte	\$15,250.00	NA	100%

[illegible]

[illegible]



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 21st 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.

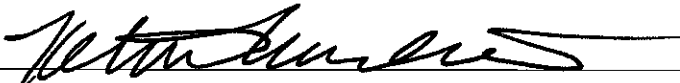
I/we hereby certify that the information provided in this local application is true and correct to the best of my/our knowledge, information, and belief, and that the required assurances are given. All approved programs, services, and activities shall be conducted in accordance with state and federal 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: North Country

College: Northurst Technical College

College President's Name (Print): Ketmani Kenanchao

 4/30/25
Signature Date

email: _____

Phone: 213-333-6611

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature Date

email: _____

Phone: _____

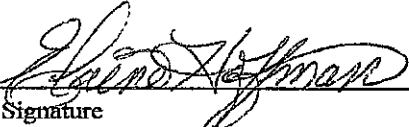
(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>NORTH COUNTRY VOC. COOP. CTR.</u>	
District Number/Type: <u>919</u>	
Superintendent's Name - (Print): <u>ELAINE HOFFMAN</u>	
Signature <u></u>	Date <u>4-15-25</u>
email: <u>d1ncvcc@paulbunyan.net</u>	
Phone: <u>218-755-4594</u>	

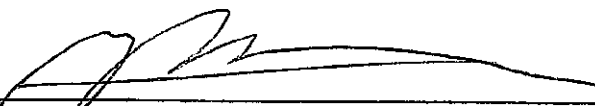
(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>LAPORTE SCHOOL</u>	
District Number/Type: <u>0306-01</u>	
Superintendent's Name - (Print): <u>A. J. DOMBECK</u>	
 Signature _____	<u>4/17/25</u> Date _____
email: <u>aj.dombek@laporte.k12.mn.us</u>	
Phone: <u>218-224-2288 x1009</u>	

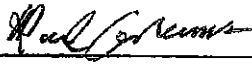
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>KELLIHER SCHOOL</u>	
District Number/Type: <u>0036-01</u>	
Superintendent's Name - (Print): <u>PAUL GRAMS</u>	
	<u>4/20/25</u>
Signature	Date
email: <u>pgram@kelliber.k12.mn.us</u>	
Phone: <u>218 647-8286</u>	

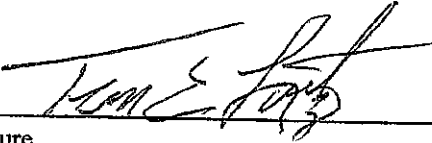
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>RED LAKE SCHOOL DISTRICT</u>	
District Number/Type: <u>0038/01</u>	
Superintendent's Name - (Print): <u>TIM E. LUTZ</u>	
Signature  _____	Date <u>4-17-2025</u>
email: <u>tlutz@redlake.k12.mn.us</u>	
Phone: <u>218 - 679-3353 x1001</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>PARK RAPIDS AREA SCHOOLS</u>	
District Number/Type: <u>0309</u>	
Superintendent's Name - (Print): <u>LANCE BAGSTAD</u>	
	<u>4/19/25</u>
Signature	Date
email: <u>lbagstad@parkrapids.k12.mn.us</u>	
Phone: <u>218-237-6501</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>BUG-O-NAY-GE-SHIG SCHOOL</u>	
District Number/Type: <u>#1115</u>	
Superintendent's Name - (Print): <u>DAN MCKEON</u>	
Signature <u>Dan McKean</u>	Date <u>4-25</u>
email: <u>danmckean@bugschool.k12.mn.us</u>	
Phone: <u>218-065-3000</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>TREK NORTH JR & SR HIGH SCHOOL</u>	
District Number/Type: <u>4106--07</u>	
Superintendent's Name - (Print): <u>KRISTIN GUSTAFSON</u>	
Signature	Date
email: <u>kgustafson@treknorth.org</u>	
Phone: <u>218-444-1888</u>	

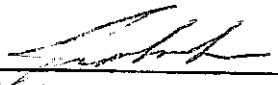
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>BEMIDJI AREA SCHOOLS</u>	
District Number/Type: <u>31</u>	
Superintendent's Name - (Print): <u>JEREMY OLSON</u>	
Signature  _____	Date <u>4/18/25</u> _____
email: <u>dr-jeremy-olson@isd31.net</u>	
Phone: <u>218-407-9645</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>CASS LAKE-BENNA PUBLIC SCHOOLS</u>	
District Number/Type: <u>01-115</u>	
Superintendent's Name - (Print): <u>SUE R. CHASE</u>	
 <u>Sue R Chase</u> <u>4/18/2025</u>	
Signature _____	Date _____
email: <u>schase@isd115.net</u>	
Phone: <u>218-335-2203</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>BLACKDUCK PUBLIC SCHOOLS</u>	
District Number/Type: <u>0032-01</u>	
Superintendent's Name - (Print): <u>MARK LUNDIN</u> <u>TRANSITIONING TO PETE BAHR</u>	
	<u>4/18/25</u>
Signature	Date
email: <u>MLUNDIN@blackduck.k12.mn.us</u>	
Phone: <u>218-835-5204</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>S. KOOCHECHING - RAINEY RIVER</u>	
District Number/Type: <u>0363</u>	
Superintendent's Name - (Print): <u>Jeremy Tammi</u>	
Signature _____	Date <u>4/18/25</u>
email: <u>jeremy.tammi@isd363.org</u>	
Phone: <u>218-897-5275 X 153</u>	

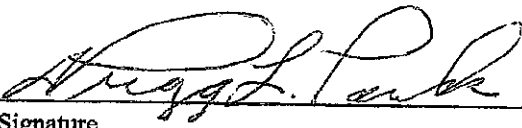
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>NEVIS PUBLIC SCHOOL</u>	
District Number/Type: <u>308</u>	
Superintendent's Name - (Print): <u>GREGG L. PARKS</u>	
Signature  _____	Date <u>4-15-25</u>
email: <u>SUP308@nevis308.org</u>	
Phone: <u>218-652-1203</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: NORTH COUNTRY

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

District Name: <u>WALKER-HACKENSACK-AKELY</u>	
District Number/Type: <u>113</u>	
Superintendent's Name - (Print): <u>KEVIN WEBER</u>	
Signature  _____	Date <u>4-15-25</u>
email: <u>Kevin.weller@warschools.org</u>	
Phone: <u>218-547-5322</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: North Country Consortium

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Lake of the Woods School District

District Number/Type: 0390-10

Superintendent's Name - (Print): Jeff Nelson

Signature Jeff Nelson Date 4/25/25

email: jeff-nelson@lakeofthewoodsschool.org

Phone: 218-634-2510

(Duplicate as needed)