

### Perkins V Local Application

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

<b>Award Period:</b>	July 1, 2025 – June 30, 2026 (FY26)
<b>Consortium Name:</b>	Pine to Prairie Northland
<b>Total Award Budget:</b>	\$566,668.65 as of 5/15/2025

### Consortium Membership List

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

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

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

## Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

## Narrative 2: Programs of Study (POS)

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

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

POS (PATHWAY)	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Agribusiness Systems	Both	Y	N	Y	69	30
Administrative Support e.g. First Line Supervisors	Both	Y	N	Y	243	2
Accounting e.g. Accountant	Both	Y	y	Y	350	10
Restaurant Food Beverage Services	Funding	N	N	Y	413	Brokered MN North
Construction e.g. Carpenter	Both	Y	Y	Y	785	36
Production e.g. Welding	Both	Y	Y	Y	111	18
Manufacturing Production Process Development e.g. Machining	Both	Y	Y	Y	92	7
Facility and Mobile Equipment Maintenance e.g. Automotive	Both	Y	Y	Y	105	25

POS (PATHWAY)	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Services						
Therapeutic Services e.g. Nursing	Both	Y	Y	Y	76	168
Diagnostic Services e.g. Radiology	Both	Y	Y	Y	79	29
Health Informatics e.g. Medical Coding	SRPOS	Y	Y	Y	79	13
Teaching and Training e.g. Early Childhood/ Paraprofessional	Both	Y	Y	Y	148	10

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

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

NEED A:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: Northland and Pine to Prairie need to keep lab equipment aligned with industry standards. Having the proper equipment is essential to teach the many technical skills required in the CTE lab.</p> <p>CURRENT CONDITION/DATA SOURCE: Secondary Survey of Needs results indicated that some districts' equipment need to be updated to align with industry standards. It was also discovered that some districts simply do not have the necessary lab space to accommodate all the types of equipment found in industry. In these situations, we do the best we can to mimic what a student would experience in the workplace.</p>					
2. Strategies to address need:					

WHO: Secondary and Post-Secondary Coordinators in conjunction with secondary teachers and Northland faculty.

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

At the post-secondary level, a similar process is used during Fall 2025. Programs are asked to submit equipment needs in the fall by the business office. Senior administration then assesses which equipment most appropriately connects learning to earning, develops real-world skills through experience, and builds future career success.

At both levels, Priority 1 Programs of Study will be assessed first, but purchases will be made for any program of study if there is high need or demand to improve the program. **The following programs of study will be considered: Construction, Agriculture, Business, Health, Education, Manufacturing, Hospitality and Finance.**

FUNDING SOURCE: Appropriate equipment will be purchased through both secondary and post-secondary Perkins funds. If additional funding is needed, State Grant funds (e.g. MSC) will be used to help meet the demands.

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

TARGET POPULATION/GROUP: Secondary and Post-Secondary Programs of Study

ACTION: Equipment is purchased for Priority 1, 2, and 3 Program of Studies.

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

TIMEFRAME: Equipment is selected and encumbered between October-December 2025, pending funds.

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
NEED: There are poor relationships between Pine to Prairie and Northland teachers and faculty. This creates a disconnect between secondary and post-secondary programs of studies.					
CURRENT CONDITION/DATA: It has been observed by the post-secondary coordinator and secondary coordinator there are few to no relationships and connections between Northland Faculty and Pine to Prairie Teachers during the academic year. Northland faculty are not present at					

Pine to Prairie network meetings, and very seldom are Pine to Prairie teachers invited to Northland advisory meetings.

## **2. Strategies to address need:**

1. WHO: Secondary and post-secondary Perkins coordinators  
ACTION/TIMEFRAME: The coordinators will coordinate regional network meetings at least once a year (typically at the start of the school year) to allow space for secondary teachers and post-secondary faculty to collaborate and understand programs of study and industry needs. At these meetings, the coordinators will express the importance of programs of study crosswalks from secondary to post-secondary education.  
FUNDING: Secondary stipends and travel costs will be funded by Secondary Perkins.
2. WHO: Secondary and Post-Secondary Coordinators  
ACTION/TIMEFRAME: Throughout 2024-2026 academic years, both Perkins Coordinators will emphasize the importance of Northland advisory meetings to include secondary partners.  
FUNDING: Any meeting resources and travel expenses needed will be funded through Post-Secondary Perkins.

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

1. TARGET POPULATION/GROUP: Pine to Prairie Districts and Northland Departments  
ACTION: Perkins coordinators will keep track of district and department attendance at regional meetings. Attendance will be reviewed yearly to assess patterns and potential barriers.  
RESULT/DEGREE OF CHANGE: Increased and consistent attendance by Secondary Districts and Northland Departments will lead to future growth of program and pathway alignment.  
TIMEFRAME: Annual check-in at program specific fall network meetings and ongoing throughout the academic year at advisory meetings
2. TARGET POPULATION/GROUP: Pine to Prairie Districts and Northland Departments  
ACTION: Secondary teachers/Secondary Coordinator are invited to Northland Department Advisory Meetings and are reported back to the coordinators.  
RESULTS/DEGREE OF CHANGE: Secondary districts are present at one advisory meeting per program per year at the post-secondary level to start the conversations about program and pathway alignment.  
TIMEFRAME: Establish by the end of FY2026

4. Provide additional narrative to address the following:

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

Our CLNA research indicated a need for developing a culinary pathway for our consortium. Culinary has the second largest number of concentrators in our consortium (413). Our CLNA also indicates that while culinary is in demand, it is not considered high skill or high wage. We will need further guidance from MDE staff for strategies on how to fund this POS moving forward. **We will be brokering with The True North Stars Perkins Consortium for this POS.**

Business management/Accounting and finance has the third largest number of concentrators (350) in the Pine to Prairie/Northland consortium. DEED data indicates that Accountants and Auditors will have 472 projected openings from 2020-2023. This represents a projected growth rate of 4.9% for northwest Minnesota. This data indicated a strong need for a POS in the career field of Business Management and Administration under the Finance career cluster, Accounting career pathway.

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

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

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

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

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

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

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>NEED: There is a gap in understanding and locating the career demands in our region, then understanding how these demands correlate with current post-secondary and secondary programs.</p> <p>CURRENT CONDITION/DATA SOURCE: Results from the last CLNA indicated DEED does not give the consortium all the information about POS sustainability in the region.</p>					
<b>2. Strategies to address need:</b>					
<p>1. WHO: Secondary and Post-Secondary Coordinators  ACTION/TIMEFRAME: The coordinators will continue working with RealTime Talent to generate a feasibility study on six POS that are high priority in Spring 2026. Results will be analysed and shared with Northland administration/faculty and secondary administration/teachers the following Fall term at network meetings.  FUNDING: Contract with RealTime Talent will be funded through Post-Secondary Perkins Funds.</p> <p>2. WHO: Post-Secondary Coordinator  ACTION/TIMEFRAME: A license with JobsEQ was purchased late Spring 2024 to provide additional economic resources for Northland POS. Educational reports pulled from JobsEQ will be implemented in annual program reviews starting April 2025.  FUNDING: Licensure is funded through Post-Secondary Perkins Funds</p> <p>3. WHO: Secondary Coordinator  ACTION/TIMEFRAME: During Fall 2025 network meetings, secondary teachers will engage in a deep dive of the DEED website. The secondary coordinator will share a worksheet to help secondary teachers research their program of study.  FUNDING: Secondary stipends and travel costs will be funded by Secondary Perkins.  Any meeting resources and travel expenses needed will be funded through Perkins.</p>					



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

1. TARGET POPULATION/GROUP: Secondary Teachers and Administrators  
ACTION: To have at least one teacher, administrator, or counselor from each district to review DEED Data to gain a deeper understanding of programs of study.  
RESULTS/DEGREE OF CHANGE: Increase and consistent attendance by secondary districts at specific POS Fall network meetings.  
TIMEFRAME: POS network meetings will be held each school year between September–November.
2. TARGET POPULATION/GROUP: Northland and Pine to Prairie Consortium  
ACTION: Results will be shared from the RealTime Talent Feasibility study with Northland administrators/faculty, and secondary administrators/teachers/counselors Fall 25/26.  
RESULTS/DEGREE OF CHANGE: An increase in conversation amongst district leaders on how secondary and post-secondary programs align with the needs of local industries.  
TIMEFRAME: The study will be conducted between March–June and results will be discussed throughout the following fiscal year.

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

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

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

To continue the work started in FY24, Northland will be contracting again with RealTime Talent to conduct six feasibility studies, to ensure current programs are sustainable and meeting the needs of the

local market (Northwest Minnesota and Grand Forks County North Dakota.) This work is a continuation of the work required for a comprehensive local needs assessment.

## 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	21,345
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	0
3.	<b>Postsecondary Subtotal</b>	21,345
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	0
6.	<b>Secondary Subtotal</b>	0
7.	<b>TOTAL</b>	0

## Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: There is lack of awareness and understanding of Perkins key performance indicators by secondary teachers/administrators/counselors when it comes to strategies on how to continuously improve MCA scores by CTE concentrators.</p> <p>CURRENT CONDITION/DATA SOURCE: The 2024 CLNA survey results indicate a need for teachers to gain a deeper understanding of our performance indicators.</p>					
2. <b>Strategies to address need:</b>					
<p>1. WHO: Secondary Coordinator will facilitate meetings with CTE and Core Secondary teachers. ACTION/TIMEFRAME: Strategies will be discussed and guest speakers will be brought in to help facilitate creating lesson plans specific to the integration of math and reading skills into CTE curriculum at fall network meetings. FUNDING: Secondary stipends and travel costs will be funded by Secondary Perkins. Any meeting resources and travel expenses needed will be funded through Perkins.</p> <p>2. WHO: Secondary Coordinator ACTION/TIMEFRAME: Specialists from the Northwest Service Cooperative will be brought in to help facilitate this process. Program specialists from MDE will be invited to join us virtually or in person if schedules allow. As schedules are busy during the school year, these initiatives will take place Summer 2025. FUNDING: Secondary stipends and travel costs will be funded by Secondary Perkins. Any meeting resources and travel expenses needed will be funded through Perkins.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>1. TARGET POPULATION/GROUP: Secondary CTE Concentrators ACTION: Secondary CTE teachers will partner with core math and english teachers to create curriculum strategies to improve MCA scores. RESULT/DEGREE OF CHARGE: Improved MCA test results of CTE concentrators in math and reading.</p>					

TIMEFRAME: Pine to Prairie will review results again at the end of FY2026 before the FY2027 application.

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

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

Technical Skills are improved by providing high quality PD. One example of this is the development of the AutoCAD summer workshop training that saw 37 teachers in our region complete an intensive 32 hour training. The Pine to Prairie/Northland consortium continues to add professional development in the areas of ServSafe, FCS embroidery, cabinetry, CNC router, welding, CNC plasma and program specific regional network meetings. In order to lay a strong foundation for students to understand the importance of job site safety, teachers are encouraged to provide OSHA 10 training for secondary students looking to earn an industry recognized certification.

- By strengthening the academic and career and technical components of such programs
- Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs
- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

## Narrative 5: Special Populations

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

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

NEED A:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 X
<p>NEED: There is low enrollment in non-traditional programs for male students.</p> <p>CURRENT CONDITION/DATA SOURCE: In FY2024, only 20% of male high school concentrators were in non-traditional programs, as compared to their female peers - where 61.5% of female high school concentrators engaged with non-traditional programs. Only 13% of male post-secondary concentrations were engaged with non-traditional programming, and only 15% of female post-secondary concentrators were engaged with non-traditional programming at Northland Community and Technical College.</p>					
2. <b>Strategies to address need:</b>					
<p>1. WHO: Northland Community and Technical College ACTION/TIMEFRAME: Northland will provide a variety of career days, exploration expo, camps, and open houses in FY2026 to expose potential students to careers they may not have been exposed to in high school. FUNDING: Northland Community and Technical College</p> <p>2. WHO: Secondary and Post-Secondary Coordinator in conjunction with medical career faculty and teachers ACTION/TIMEFRAME: In Spring 2026, the coordinators, faculty, and teachers will discuss how to increase non-traditional course opportunities for high school male students related to health careers. FUNDING: Perkins funds on both sides will be used for travel and substitute expenses.</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>1. TARGET POPULATION/GROUP: Secondary Districts ACTION: Track how many secondary districts participate in Northland career, exploration, and expo days. RESULT/DEGREE OF CHARGE: Participation in FY2025 career, exploration, and expo days will be collected in May 2025. This will be the benchmark for FY2026. Any districts that did not</p>					

participate in FY2025, will be contacted to discuss any barriers in attending Northland events.

TIMEFRAME: This is an ongoing effort that will continue from FY2025 throughout FY2026.

2. TARGET POPULATION/GROUP: Secondary and Post-Secondary Concentrators

ACTION: Key performance indicators (KPI) at both levels will be used to determine the success of career exposure to all students. Specifically improvement in 4S1 and 3P1.

RESULT/DEGREE OF CHANGE: As both KPI's are close or above benchmarks, the goal will be to maintain or improve the percentage of concentrators engaging in non-traditional programs.

TIMEFRAME: This is an ongoing effort that will continue from FY2025 throughout FY2026.

1. Provide additional narrative to address the following:

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

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

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

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

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

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

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

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

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

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

## Narrative 6: Work-Based Learning

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: Pine to Prairie needs to expand, and implement more work-based learning opportunities at secondary institutions.</p> <p>CURRENT CONDITION/DATA: At the secondary level we currently have 11 of 28 districts with an approved WBL program. Many districts do not have the capacity to offer a WBL program due to scheduling limitations.</p>					
<b>2. Strategies to address need:</b>					
<p>1. WHO: Secondary teachers that show interest in earning a Work Based Learning License endorsement.</p> <p>ACTION/TIMEFRAME: At Fall 2025 regional and program specific network meetings, administrators and teachers will be made aware of the benefits of a work-based learning program and the processes that are in place to help interested educators earn their work based learning license through the Lakes Country Service Cooperatives Alternative Teacher Preparation Program.</p> <p>FUNDING: The Pine to Prairie/Northland Consortium will leverage funding made available through the MSC (Minnesota Service Cooperative) grant to help secondary teachers earn their Work-Based Learning license endorsement.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>1. TARGET POPULATION/GROUP: Secondary Teachers</p> <p>ACTION: Increasing the number of secondary teachers enrolled in license endorsement programs.</p>					



RESULT/DEGREE OF CHANGE: Progress will be measured by having a 5% increase of teachers in the Pine to Prairie/Northland consortium who have completed their endorsement.  
TIMEFRAME: Pine to Prairie's goal is to see this increase by the end of FY2026

1. Provide additional narrative to address the following:

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

Currently the Pine to Prairie/Northland consortium has 18 teachers at the secondary level who hold the appropriate work-based learning endorsement. With funding made available through the Minnesota Service Cooperative (MSC) grant. Pine to Prairie hopes to encourage additional teachers to earn this endorsement through the Lakes Country Service Cooperative Centers Alternative Teacher Preparation program. The biggest issue we run into is getting our smaller districts to engage in this effort. The simple truth is many of the secondary CTE teachers do not have room in their schedules to offer a work-based learning experience for their students. The other issue is finding employers. Many of our small towns do not have meaningful opportunities available.

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

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

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

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

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

## Narrative 7: Early Postsecondary Credit Opportunities

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: Understand current and future needs for articulation agreements between Northland and Pine to Prairie Districts.</p> <p>CURRENT CONDITION/DATA: Entering the FY2025 (2024–2025) academic year, there was only one articulation agreement between Northlands Health Programs and two Pine to Prairie Districts (Fosston and Thief River Falls).</p>					
<b>2. Strategies to address need:</b>					
<p>1. WHO: Pine to Prairie Districts and Northland Departments            ACTION/TIMEFRAME: Initial conversations about current and future articulation agreements will happen at fall program specific network meetings. Any additional meetings will be hosted by Northland Department Leads throughout the academic year.            FUNDING: Secondary Perkins will provide substitute teachers and travel. Northland Perkins will provide funding for any meeting needs.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<ul style="list-style-type: none"> <li>• These efforts will be successful if we see an increase in opportunities for secondary students to earn post-secondary credits by the end of FY2026</li> </ul>					

4. Provide additional narrative to address the following:
  - a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

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

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

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

## Narrative 8: Support to Professionals

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

1234

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

NEED A:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: Northland and Pine to Prairie need to continue to provide appropriate and needed professional development for secondary and post-secondary faculty to enhance curriculum and meet industry standards.</p> <p>CURRENT CONDITION/DATA SOURCE: Secondary Survey of Needs results indicate the need for more training in Architectural Drafting, Cabinetry, CNC Router, iCEV, MCEE Summer Training, Mechanical Drafting, Robotics, ServSafe, STEM-FUSE, and program specific conferences (e. MTEEA, MBITE, MNAFCS, MAAE)</p>					
2. <b>Strategies to address need:</b>					
<p>1. WHO: Secondary and Post-Secondary Coordinators            ACTION/TIMEFRAME: The consortium will make more of an awareness for professional development opportunities throughout FY2026. The consortium will also cover travel and substitute expenses if necessary. To aid professional development of secondary teachers, Northland will develop training opportunities in specific areas (please refer to the AutoCAD examples narrated in question four).            FUNDING: Secondary and Post-Secondary Perkins funds</p>					
3. <b>Measurable Outcomes (report results in next APR):</b>					
<p>1. TARGET POPULATION/GROUP: Secondary CTE teachers and Post-Secondary CTE Faculty            ACTION: The consortium will continually promote PD opportunities for secondary and post-secondary teachers/faculty through email and word of month. When appropriate, the secondary and post-secondary coordinator will encourage a Northland faculty to host a PD for secondary teachers within a POS.            RESULTS/DEGREE OF CHANGE: Changes to curriculum to accommodate what was learned at each PD opportunity.            TIMEFRAME: This is an ongoing effort. <b>The goal would be to see results in the form of updated course syllabi and course outcomes within one year of the PD being held.</b></p>					

<b>NEED B:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 X	5 <input type="checkbox"/>
<p>NEED: There is a need to improve communication between secondary, post-secondary, and industry partners within the Northland/Pine to Prairie Consortium.</p> <p>CURRENT CONDITION/DATA RESOURCE: At a post-secondary level, secondary partners are absent at most advisory meetings.</p>					
<b>2. Strategies to address need:</b>					
<p>1. WHO: Secondary and Post-Secondary Coordinators in conjunction with POS leads at the secondary and post-secondary levels.  ACTION/TIMEFRAME: Throughout FY2025 and FY2026 post-secondary POS leads will be encouraged to invite secondary partners to at least one advisory meeting a year. The consortium coordinators will initiate these connections at fall network meetings.  FUNDING: Secondary stipends and travel costs will be funded by Secondary Perkins.  Any meeting resources and travel expenses needed will be funded through Post-Secondary Perkins.</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>1. TARGET POPULATION/GROUP: Secondary Teachers and Post-Secondary Faculty  ACTION: POS secondary teachers and post-secondary faculty establish working relationships over advisory meetings.  RESULTS/DEGREE OF CHANGE: These efforts will be determined successful if one or more programs are collaborating at each level and both levels are represented on advisory committees where appropriate.  TIMEFRAME: This is an ongoing effort. The goal would be to see results by the end of FY2026.</p>					

<b>NEED C:</b>	<b>This Need is in Element(s):</b>				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
<p>NEED: There is a need to educate all levels on the importance of CTE and meeting local needs. Not all districts have easy access to current career guidance information.</p> <p>CURRENT CONDITION/DATA RESOURCE: FY2024 CLNA results indicated inconsistent messaging from administrators, counselors, and teachers to students and parents about CTE programing and careers.</p>					
<b>2. Strategies to address need:</b>					
<p>1. WHO: Secondary Coordinator  ACTION/TIMEFRAME: In Fall 2025, CTE Career Guides will be purchased and distributed to all secondary schools to help keep CTE messaging consistent across all districts. MCIS will be provided for secondary districts to help keep students informed of the career opportunities available to them in Minnesota. These resources will be discussed at the network meetings to clarify the purpose and to answer any questions.  FUNDING: Secondary Perkins Funds</p>					
<b>3. Measurable Outcomes (report results in next APR):</b>					
<p>1. TARGET POPULATION/GROUP: All teachers, administrators, counselors, parents, and students 5th-12th grade  ACTION: Questions on the FY2026 CLNA will address the effectiveness of the career guides and messaging shared at Fall Network Meetings.  RESULTS/DEGREE OF CHANGE: The FY2026 CLNA results show an increase in continuity in the messaging around career and technical programing and careers.  TIMEFRAME: Spring 2026 CLNA</p>					

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

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

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

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

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

## Narrative 9: Performance Gaps

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

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

NEED A:	This Need is in Element(s):				
1. <b>Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: There is a lack of understanding of where high school concentrators go after graduation.</p> <p>CURRENT CONDITION/DATA SOURCE: The percentage of high school CTE concentrators attending post-secondary education or advanced training has decreased from FY21 to FY23.</p> <ul style="list-style-type: none"> <li>• FY2023 44.75%</li> <li>• FY2022 45.35%</li> <li>• FY2021 57.69%</li> </ul> <p>FY2025 Update: The FY2024 percentage of high school CTE concentrators attending post-secondary education or advanced training increased to 58.93%</p>					
2. <b>Strategies to address need:</b>					
<p>1. WHO: Post-Secondary Coordinator and Director of Institutional Research ACTION/TIMEFRAME: Throughout FY25 and FY26 data collected from JobsEQ, RealTime Talent, SLEDs, and Northland concurrent enrollment will be analyzed to understand where high school students go after graduation. FUNDING: Post-Secondary Perkins funds will be used for third-party job market information (JobsEQ and RealTalent). Any other hours dedicated to this strategy are performed by the Director of Institutional Research.</p> <p>2. WHO: Post Secondary Coordinator and Director of Institutional Research ACTION/TIMEFRAME: Data collected and analyzed will be shared with Northland administration and program leads to support the work being done for Narrative 7 Need A. FUNDING: Any travel or meeting accommodations will be funded with Post-Secondary Perkins.</p> <p>3. WHO: Post Secondary Coordinator and T4 Workgroup</p>					



<p>ACTION/TIMEFRAME: Two events will be held that invite local high schools to Northland and introduce them to CTE programs and industry. T4 introduces students to workforce skills, needs, training and networking opportunities with industry leaders and technicians. An event will be held in East Grand Forks Fall 2026 in conjunction with ND T4 Summit and Grand Forks Public School District. A smaller but similar event will be held Spring 2026 on the Thief River Falls campus.</p> <p>FUNDING: Post-Secondary Reserve Funds (Narrative 11 Performance Gaps) will be utilized for high school transportation, teacher substitutes and faculty stipends.</p>
<b>3. Measurable Outcomes (report results in next APR):</b>
<p>1. TARGET POPULATION/GROUP: Secondary CTE Concentrators</p> <p>ACTION: The post-secondary coordinator will share the data collected by the Director of Institutional research with administration, teachers, and faculty about high school CTE concentrator placement to build new and improve current relationships between secondary and post-secondary programs.</p> <p>RESULT/DEGREE OF CHANGE: Efforts will be determined successful if early post-secondary opportunities increase, or there is an increase in the 3S1 measure by the end of FY2026</p>

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

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

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

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

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

## Narrative 10: Consortium Governance

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

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

<b>NEED A:</b>	<b>This Need is in Element(s):</b>				
<b>4. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Need: To provide guidance and perform the duties of enacting the grant.					
<b>5. Strategies to address need:</b>					
Who: Secondary and Postsecondary coordinators will meet as needed to discuss and report on the progress of the Perkins plan. For additional info, see narrative below.					
<b>6. Measurable Outcomes (report results in next APR):</b>					
<p>TARGET POPULATION/GROUP: Secondary and Postsecondary coordinators and all stakeholders.</p> <p>ACTION: Through a partnership between the Pine to Prairie Cooperative Center and Northland Community and Technical College, the Pine to Prairie/Northland Consortium created a plan and budget which is designed to meet the needs of the consortium.</p> <p>RESULTS/DEGREE OF CHANGE: The result will be a well designed and implemented Perkins application with all expenditures spent by the June 30, 2026 deadline.</p>					

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

- Note any areas of governance that are being developed or improved.

Through a partnership between the Pine to Prairie Cooperative Center and Northland Community and Technical College, the Pine to Prairie/Northland Consortium created a plan and budget which is designed to meet the needs of the consortium. **The coordinators will meet on a regular basis to make sure all grant documents are submitted (e.g. Annual Performance Review, Monitoring Visit Documents, CLNA, and Application).**

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

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

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

**The post-secondary coordinator works with several entities within the institution to complete their duties. They work with senior administration to assess which equipment most appropriately connects learning to earning, develops real-world skills through experience, and builds future career success in the fall. The coordinator also works with Technical and Allied Health Deans to organize faculty and staff professional development and early college outreach throughout the year. The coordinator works closely with the Grant Support Specialist to monitor the grant funds throughout the fiscal year. Starting in FY2026, the coordinator will sit on the PSEO advisory committee.**

## Narrative 11: Reserve Funds

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

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

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

NEED A:	This Need is in Element(s):				
<b>1. Prioritized Need Identified in the CLNA</b> (copy text from CLNA Results & Priorities into field below):	1 X	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: There is lack of awareness and understanding of Perkins key performance indicators by secondary teachers/administrators/counselors when it comes to strategies on how to continuously improve MCA scores by CTE concentrators.</p> <p>CURRENT CONDITION/DATA SOURCE: The 2024 CLNA survey results indicate a need for teachers to gain a deeper understanding of our performance indicators.</p>					
<p><b>Reserve Category:</b>   X Performance Gaps   <input type="checkbox"/> Develop or Improve POS/CTE programs</p>					
<b>2. Strategies to address need:</b>					
<p>1. WHO: Secondary Coordinator will facilitate meetings with CTE and Core Secondary teachers. ACTION/TIMEFRAME: Strategies will be discussed and guest speakers will be brought in to help facilitate creating lesson plans specific to the integration of math and reading skills into CTE curriculum at fall network meetings. FUNDING: Secondary stipends and travel costs will be funded by Secondary Perkins. Any meeting resources and travel expenses needed will be funded through Perkins.</p> <p>2. WHO: Secondary Coordinator ACTION/TIMEFRAME: Specialists from the Northwest Service Cooperative will be brought in to help facilitate this process. Program specialists from MDE will be invited to join us virtually or in person if schedules allow. As schedules are busy during the school year, these initiatives will take place Summer 2025. FUNDING: Secondary stipends and travel costs will be funded by Secondary Perkins. Any meeting resources and travel expenses needed will be funded through Perkins.</p>					

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

1. TARGET POPULATION/GROUP: Secondary CTE Concentrators  
ACTION: Secondary CTE teachers will partner with core math and english teachers to create curriculum strategies to improve MCA scores.  
RESULT/DEGREE OF CHARGE: Improved MCA test results of CTE concentrators in math and reading.  
TIMEFRAME: Pine to Prairie will review results again at the end of FY2026 before the FY2027 application.

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 <input type="checkbox"/>	2 X	3 X	4 <input type="checkbox"/>	5 <input type="checkbox"/>
<p>NEED: Northland and Pine to Prairie need to keep lab equipment aligned with industry standards. Having the proper equipment is essential to teach the many technical skills required in the CTE lab.</p> <p>CURRENT CONDITION/DATA SOURCE: Secondary Survey of Needs results indicated that some districts' equipment need to be updated to align with industry standards. It was also discovered that some districts simply do not have the necessary lab space to accommodate all the types of equipment found in industry. In these situations, we do the best we can to mimic what a student would experience in the workplace.</p>					
Reserve Category: <input type="checkbox"/> Performance Gaps   X Develop or Improve POS/CTE programs					
2. Strategies to address need:					
<p>WHO: Secondary and Post-Secondary Coordinators in conjunction with secondary teachers and Northland faculty.</p> <p>ACTION/TIMEFRAME: To understand the needs for secondary programs, secondary teachers are asked to fill out a Survey of Needs form. This form collects information from each CTE teacher in regard to their need for professional development, travel, supplies, and what equipment they need to improve and innovate their programs. These are collected in late winter and assessed during the application period to help determine budget expenses.</p> <p>At the post-secondary level, a similar process is used during Fall 2025. Programs are asked to submit equipment needs in the fall by the business office. Senior administration then assesses which equipment most appropriately connects learning to earning, develops real-world skills through experience, and builds future career success.</p>					

At both levels, Priority 1 Programs of Study will be assessed first, but purchases will be made for any program of study if there is high need or demand to improve the program.

FUNDING SOURCE: Appropriate equipment will be purchased through both secondary and post-secondary Perkins funds. If additional funding is needed, State Grant funds (e.g. MSC) will be used to help meet the demands.

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

TARGET POPULATION/GROUP: Secondary and Post-Secondary Programs of Study

ACTION: Equipment is purchased for Reserve Priority Programs of Student and Priority 1, 2, and 3 Program of Studies.

RESULTS/DEGREE OF CHANGE: The equipment purchased aligns with industry standards (e.g. machine, skills), which can be achieved by reviewing advisory committee meeting minutes. **This equipment will enable students to develop industry-current skills that were not possible with older equipment.**

TIMEFRAME: Equipment is selected and encumbered between October-December of each year, pending funds.

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

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

As mentioned throughout this application, Pine to Prairie/Northland will be focusing on several performance indicators. First being to align all efforts with Northland's Strategic Plan of Advancing Equity with the focus on those coming from a low-income household. There is a lack of communication between Core Secondary Teachers and CTE Secondary Teachers. Network meetings will be used to bring these two groups to the table to discuss how to improve Math and Reading scores of CTE students. Network meetings will also be used to highlight opportunities for early post-secondary opportunities between secondary programs and post-secondary programs.

In Spring 2025 (March 27-28), Northland was asked to host the ND Summit T4 event "Tools Trade Torque Tech" event that is sponsored by the North Dakota Workforce Development <https://www.t4ndsummit.org/>. Northland plans to continue this relationship with ND Workforce and

the Grand Forks Public School District in FY2026; as well as replicate a smaller event to be held on the Thief River Falls campus to expand this opportunity with MN School Districts in the Pine to Prairie Cooperative. T4 introduces students to workforce skills, needs, training and networking opportunities with industry leaders and technicians. The Idea is that students do not know their potential if not introduced to it. These events will hopefully increase CTE participants and concentrators at a secondary level, leading into an increase in CTE graduates at a post-secondary level.

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

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

## Perkins-Funded Positions

**Submit the following with your application materials:**

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

## Required Documentation

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

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



Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	<b>Basic</b>	<b>Reserve</b>	<b>Sec/PS Subtotals</b>
<b>Secondary Allocation:</b>	<b>\$172,871.58</b>	<b>\$106,724.05</b>	<b>\$279,595.63</b>
<b>Postsecondary Allocation:</b>	<b>\$180,348.97</b>	<b>\$106,724.05</b>	<b>\$287,073.02</b>
<b>Total Consortium Allocation:</b>	<b>\$353,220.55</b>	<b>\$213,448.10</b>	<b>\$566,668.65</b>

### INSERTING ADDITIONAL ROWS

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

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

### DATA ENTRY

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

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

### SUMMARY SPREADSHEET

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

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

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

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

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

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

### Narrative Funding--Secondary

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
												\$0.00
143 Licensed Instructional Support Personnel	Director										\$55,720.00	\$55,720.00
143 Licensed Instructional Support Personnel	Bookkeeper										\$8,195.45	\$8,195.45
												\$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	\$63,915.45	\$63,915.45
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
												\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Secondary Equipment Requests		\$53,604.55									\$53,604.55
366 Travel, Conventions and Conferences	Secondary Travel Expenses		\$8,000.00		\$2,000.00			\$1,000.00	\$8,000.00	\$2,000.00		\$21,000.00
												\$0.00
												\$0.00
300's Services/Subawards	SUBTOTAL	\$0.00	\$61,604.55	\$0.00	\$2,000.00	\$0.00	\$0.00	\$1,000.00	\$8,000.00	\$2,000.00	\$0.00	\$74,604.55
												\$0.00
430 Supplies and Materials - Non-Personnel	MCIS, OSHA, CTE Career Guides								\$21,208.00			\$21,208.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
400's Supplies/Material	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$21,208.00	\$0.00	\$0.00	\$21,208.00
												\$0.00
506 Capitalized Instructional Materials									\$4,500.00			\$4,500.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
500's Capital/Equipment	SUBTOTAL	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,500.00	\$0.00	\$0.00	\$4,500.00
												\$0.00
89% Federal and Nonpublic Indirect Cost (Chargeback) - No more than 5% of Total (Enter amount in YELLOW cell at right)											\$8,643.58	\$8,643.58
2024-2025 Proposed Budget		\$0.00	\$61,604.55	\$0.00	\$2,000.00	\$0.00	\$0.00	\$1,000.00	\$33,708.00	\$2,000.00	\$72,559.03	\$172,871.58

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

[illegible]

Pine to Prairie Northland

Reserve Funding--Secondary

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

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Manufacturing	
				\$0.00
143 Licensed Instructional Support Personnel	Director			\$43,780.00
				\$0.00
				\$0.00
100's Personnel/Salary	SUBTOTAL	\$0.00	\$0.00	\$43,780.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
200's Personnel/Non-Salary	SUBTOTAL	\$0.00	\$0.00	\$0.00
				\$0.00
303 Federal Subawards and Subcontracts - Amount up to \$25,000	Secondary Equipment		\$42,607.85	\$42,607.85
366 Travel, Conventions and Conferences	Secondary Travel	\$15,000.00		\$15,000.00
				\$0.00
				\$0.00
300's Services/Subawards	SUBTOTAL	\$15,000.00	\$42,607.85	\$57,607.85
				\$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)				\$5,336.20
2024-2025 Proposed Budget		\$15,000.00	\$42,607.85	\$106,724.05

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

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

## SECONDARY Narrative for Perkins V Application

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

1: Consortium Coordination and Support

2: Budget Amount Requested

143 Licensed Instructional Support Personnel 428, \$63,915.45

143 Licensed Instructional Support Personnel 475, \$43,780.00

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

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

366 Travel, Conventions and Conferences

2. Budget Amount Requested

428 303, \$53,604.55

428 366, \$21,000.00

475 303, \$42,607.85

475 366, \$15,000.00

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

4.

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

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

## SECONDARY Narrative for Perkins V Application

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

1: 430 Supplies and Materials-Non Individualized Instruction

2: \$21,208

3: [Plan Narrative 8](#)

4: Support the expansion of career investigation.

Expenditure 1: MCIS \$14,058

Roles and Responsibilities: Support the expansion of career investigation

Expenditure 2: OSHA 10 Training \$2,400

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

Narrative 4

Expenditure 3: Career Guides: \$4,750

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

Narrative 2

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

1. 506 Capitalized Instructional Technology Software

2: \$6,000

3: [Plan Narrative 8](#)

4: Provide Support to new Agriculture Programs.

Expenditure 1: iCEV curriculum \$6,000

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

**SECONDARY Narrative for Perkins V Application**

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

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

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

143 Licensed Instructional Support Personnel 475, \$43,780.00

Narrative 10

475 303, \$42580.13

Reserve POS, Manufacturing

Element 2,3

475 366, \$15,000.00

Reserve Gaps

### Narrative Funding--Postsecondary

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
Payroll	Perkins Coordinator (in the process of hiring)										\$90,000.00	\$90,000.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$90,000.00</b>	<b>\$90,000.00</b>
POS	Equipment Needs of Priority POS determined in Fall 2025		\$55,948.97									\$55,948.97
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
												\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$55,948.97</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$55,948.97</b>
JobsEQ (N1 & N3)	Labor Market Data Platform			\$6,400.00								\$6,400.00
RealTime Talent (N1 & N3)	Feasibility Study - 6 programs			\$15,000.00								\$15,000.00
Faculty PD	EGF At Large Advisory/Industry Showcase								\$5,000.00			\$5,000.00
Faculty PD	TRF At Large Advisory/Industry Showcase								\$2,500.00			\$2,500.00
Director PD	Fall Perkins Academy (2 nights)								\$500.00			\$500.00
Director PD	Spring Perkins Academy (2 nights)								\$500.00			\$500.00
Director PD	Fall Regional Meeting (1 night)								\$250.00			\$250.00
Director PD	Spring Regional Meeting (1 night)								\$250.00			\$250.00
High School Travel	Faculty/CTE Staff and camp travel needs							\$1,000.00				\$1,000.00
Faculty/CTE Staff PD	Any Additional Requests throughout the year								\$3,000.00			\$3,000.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$21,400.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,000.00</b>	<b>\$12,000.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$34,400.00</b>
<b>Administration--Federal and Nonpublic Indirect Cost (Chargeback)--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>												\$0.00
<b>2024-2025 Proposed Budget</b>		<b>\$0.00</b>	<b>\$55,948.97</b>	<b>\$21,400.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$1,000.00</b>	<b>\$12,000.00</b>	<b>\$0.00</b>	<b>\$90,000.00</b>	<b>\$180,348.97</b>

[illegible]



Pine to Prairie Northland

Reserve Funding--Postsecondary

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

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			Manufacturing	
				\$0.00
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Personnel</b>	<b>SUBTOTAL</b>	\$0.00	\$0.00	\$0.00
Develop or Improve Programs of Study/	Equipment Needs of Priority POS determined in Fall 2025		\$81,724.05	\$81,724.05
				\$0.00
				\$0.00
				\$0.00
				\$0.00
<b>Equipment</b>	<b>SUBTOTAL</b>	\$0.00	\$81,724.05	\$81,724.05
Performance Gaps	EGF Workforce Development Program - T4 "Tools Trades Torque Tech" event co-hosting with Grand Forks, ND Public Schools. <a href="https://www.t4ndsummit.org/">https://www.t4ndsummit.org/</a> <a href="https://www.t4ndsummit.org/eastgrandforksopportuni@eswithindustryleadersandtechnicians">https://www.t4ndsummit.org/eastgrandforksopportuni@eswithindustryleadersandtechnicians</a>	\$12,500.00		\$12,500.00
	TRF Workforce Development Program - Northland T4 - we will be replicated the original T4 event that happens annually and has recently been hosted at Northland EGF campus in Thief River Falls	\$12,500.00		\$12,500.00
				\$0.00
				\$0.00
				\$0.00
<b>Non-Personnel</b>	<b>SUBTOTAL</b>	\$25,000.00	\$0.00	\$25,000.00
<b>Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)</b>				
<b>2024-2025 Proposed Budget</b>		<b>\$25,000.00</b>	<b>\$81,724.05</b>	<b>\$106,724.05</b>

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

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

## POSTSECONDARY Narrative for Perkins V Application

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

1. Perkins Coordinator

2. \$90,000.00

3. Narrative 10

4. Northland has hired a Director of Perkins and K12 Partnerships April 2025, the individual will start July 30, 2025. As noted in the CLNA, the over arching theme is reconnecting with our secondary partners, which indicates the need for this position.

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

1. Programs of Study

2. \$55948.97

3. Narrative 2

4. CLNA Element 2 Need C/Element 3 Need A: The proper equipment is essential to teach the technical skills required in the CTE lab. Every effort is being made to have our secondary and post-secondary equipment align with industry within reason. Faculty are asked to submit instructional equipment requests at the beginning of the Fall semester. Division chairs, Deans, the CFO, and the Perkins Director come together to decide which pieces to purchase with Perkins Funds that align the best with the current application and CLNA. **Departments will be prioritized as follows:**

**Priority 1: Construction, Therapeutic Services, Diagnostic Services**

**Priority 2: Agribusiness System, Facility and Mobile Equipment Maintenance**

**Priority 3: Health Informatics, Administrative Support, Accounting**

## POSTSECONDARY Narrative for Perkins V Application

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

1. RealTime Talent Feasibility Study

2. \$15,000.00

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

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

1. Workforce

2. \$6,400

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

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

1. Early College

2. \$1,000.00

3. Narrative 7: Travel funds for Northland Faculty and CTE Staff for local High School Visits

4. CLNA Element 3 Need C: Investigating articulation agreements between Northland and Pine-to-Prairie secondary districts. First, relationships between secondary teachers and post-secondary instructors need to be reestablished at networking meetings. Again, these efforts will be initiated by inviting post-secondary faculty to working lunches at fall network meetings. These efforts will be continued by small gatherings throughout the academic year.

1. Professional Development (Faculty/CTE Staff/Director

2. \$12,000.00

3. Narrative 8

4. CLNA Element 2 Need A/Element 4 Need A & B/Element 5 Need A & C: The consortium will make more of an awareness for professional development opportunities. The consortium will also cover travel and substitute expenses if necessary. To aid professional development of secondary teachers, Northland will develop training opportunities in specific areas

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

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

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

1. Develop or Improve Programs of Study/CTE Programs

2. \$81724.05

3. POS

4. CLNA Element 2 Need C/Element 3 Need A: Equipment needs at both secondary and post-secondary levels to continue the progress towards innovation and meeting industry demands. The proper equipment is essential for teaching the various technical skills required in the CTE lab. **Faculty are asked to submit instructional equipment requests at the beginning of the Fall semester. Division chairs, Deans, the CFO, and the Perkins Director come together to decide which pieces to purchase with Perkins Funds that align the best with the current application and CLNA. Departments will be prioritized as follows:**

**Reserve Priority: Manufacturing and Process Development**

**Priority 1: Construction, Therapeutic Services, Diagnostic Services**

**Priority 2: Agribusiness System Facility and Mobile Equipment Maintenance**

**Priority 3: Health Informatics, Administrative Support, Accounting**

1. Performance Gaps

2. \$25,000

3. T4 Events

# Consortium Plan: Budget Summary 2022-2023

<div> <div>Pine to Prairie Northland</div> <div> July 1, 2024 - June 30, 2025 (FY25)  Budget by Application Narratives </div> </div>				
*DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs*				
Narrative 1: CLNA	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 2: Programs of Study	Secondary	\$61,604.55		\$61,604.55
	Postsecondary		\$55,948.97	\$55,948.97
	<b>Total</b>	<b>\$61,604.55</b>	<b>\$55,948.97</b>	<b>\$117,553.52</b>
Narrative 3: Partnerships WIOA, Etc.	Secondary	\$0.00		\$0.00
	Postsecondary		\$21,400.00	\$21,400.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$21,400.00</b>	<b>\$21,400.00</b>
Narrative 4: Integrated Academic /Technical Skills	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>
Narrative 5: Special Populations	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 6: Work - Based Learning	Secondary	\$0.00		\$0.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
Narrative 7: Early College	Secondary	\$1,000.00		\$1,000.00
	Postsecondary		\$1,000.00	\$1,000.00
	<b>Total</b>	<b>\$1,000.00</b>	<b>\$1,000.00</b>	<b>\$2,000.00</b>
Narrative 8: Support for Professionals	Secondary	\$33,708.00		\$33,708.00
	Postsecondary		\$12,000.00	\$12,000.00
	<b>Total</b>	<b>\$33,708.00</b>	<b>\$12,000.00</b>	<b>\$45,708.00</b>
Narrative 9: Performance Gaps	Secondary	\$2,000.00		\$2,000.00
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$2,000.00</b>	<b>\$0.00</b>	<b>\$2,000.00</b>
Narrative 10: Governance	Secondary	\$72,559.03		\$72,559.03
	Postsecondary		\$90,000.00	\$90,000.00
	<b>Total</b>	<b>\$72,559.03</b>	<b>\$90,000.00</b>	<b>\$162,559.03</b>
Narrative 11: Reserve Funds	Secondary	\$106,724.05		\$106,724.05
	Postsecondary		\$106,724.05	\$106,724.05
	<b>Total</b>	<b>\$106,724.05</b>	<b>\$106,724.05</b>	<b>\$213,448.10</b>
Indirect Cost/ Administration Chargeback (5%)	Secondary	\$13,979.78		\$13,979.78
	Postsecondary		\$0.00	\$0.00
	<b>Total</b>	<b>\$13,979.78</b>	<b>\$0.00</b>	<b>\$13,979.78</b>
PLAN TOTALS	Secondary	\$279,595.63		\$279,595.63
	Postsecondary		\$287,073.02	\$287,073.02
	<b>Total</b>	<b>\$279,595.63</b>	<b>\$287,073.02</b>	<b>\$566,668.65</b>

## COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	\$172,871.58	\$106,724.05	\$279,595.63
Budget <span style="color: red;">Over</span> /Short	\$0.00	\$0.00	\$0.00
Postsecondary Allocation	\$180,348.97	\$106,724.05	\$287,073.02
Budget <span style="color: red;">Over</span> /Short	\$0.00	\$0.00	\$0.00

# Completing the Program of Study Spreadsheet

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

### Pine to Prairie

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 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 Verification" 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 the criteria for State-Recognized Programs of Study. This information will be posted 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 financial support 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 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 the "Priority" column. **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 the same 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 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 be populated with information when you begin entering field, cluster, and pathway information in the first column of each row.

**ROW 4:** Identify the career pathway for the POS. Note that the pathway cell in the second POS column is shaded yellow. 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. 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 name of the 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 field/cluster/pathways you identify in rows 2-4. If you are partnering with two postsecondary institutions, you can select two different institutions from the dropdown menu.

institutions, use both columns for the POS to identify one in each column. **If only one postsecondary career pathway being developed in the POS, leave the 2nd column blank.** There is an option "Institution Narrative)." If the institution that you are partnering with is not on the list, use this option and provide the 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 select, identify in rows 7-9 up to THREE programs students prepare for through this POS. NOTE that these options may differ in the two POS columns (if you are partnering with two institutions) based on the different programs at each postsecondary institution.

**Approved Work-based Learning Programs :** S-RPOS MUST include authentic work-based learning at either secondary OR postsecondary level. For secondary WBL credentials (row 12), list the approved program-specific WBL program codes (and the school districts approved to offer them) through which a student could obtain in that POS. If the consortium does not have any MDE-approved secondary work-based learning programs or WBL opportunities, you may consider listing any embedded experiential learning available in approved CTE 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 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 support 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 that POS listed on this tab DO NOT need to be State-Recognized POS to be prioritized for funding; however, your consortium plan should clearly describe how this need and priority were identified to align with your plan.

**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 funding; however, it is not necessarily the largest amounts to be spent--simply the highest priority. The State Team would expect to see these among a consortium's earliest expenditures and require their 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, such as to provide industry-standard equipment or innovate existing program development. The State Team would expect to see these expenditures made ahead of Priority 1. The consortium team would have determined them to be of higher priority than Priority 3.
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 support, such as including professional development and supplemental curriculum materials.

Reserve Funds ( <b>OPTIONAL</b> ) --LIST AS FINAL POS IF INCLUDED AS A POS PRIORITY--	Use of Reserve funding to develop a new POS (i.e., development to establish to develop coordination and alignment of secondary and postsecondary exist at one level but not at the other). If consortium plan does not include reserve funds for new POS development, do not identify any POS with POS funding tab.
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**\* [OPTIONAL] Row 12--Interdisciplinary CTE-Related Courses:** If one or more schools in the consortium of **introductory course** in an approved program area **different** than the programs listed in row 5 aligned with identified field/cluster/pathway, enter the following: **School Name--Alternative Career Field Program #--** 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** (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](#)



document  
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SRPOS" tab meet

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**State-Recognized Program of Study Verification**  
**July 1, 2025 - June 30, 2026 (FY26)**  
**[NAME] 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 to succeed 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 credits/credentials.
4. Postsecondary academic program meets Minnesota State board policy and Higher Learning Commission standards.
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 employers.
7. Program of Study development, improvement and advocacy are supported by findings from a comprehensive assessment.

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

☐

[Insert "X" in box]

\_\_\_\_\_  
[Secondary Consortium Leader]

\_\_\_\_\_  
[Postsecondary Consortium Leader]

**Study:**

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Pine to Prairie	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

POS 3		POS 4		PO
Health_Science_Technology	Health_Science_Technology	Arts_Communications_Information_Sys tems	Arts_Communications_Information_Sys tems	Please Select...
Health_Science	Health_Science	Arts_Audio_Video_Technology_and_Co mmunications	Arts_Audio_Video_Technology_and_Co mmunications	
Therapeutic_Services	Diagnostic_Services	Journalism_and_Broadcasting	Audio_Video_Technology_and_Film	
(070300) Howard Lake-Waverly-Winsted, St. Cloud, Wright Technical Center		(171502) Grand Rapids		
StCloud_Technical_Community_College _073	StCloud_Technical_Community_College _016	Lake_Superior_College_033	Hennepin_Technical_College_006	
Surgical Technology	Cardiovascular Technology	Media Studies and Production	Please Select...	
Practical Nursing	Please Select...	Please Select...	Please Select...	
Please Select...	Please Select...	Please Select...	Please Select...	
Yes		No		
Priority 1		Priority 2		Prior
		Grand Rapids 140710 course #68		

S 5	POS 6		POS 7	
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ity 2	Priority 2		Priority 3	



POS 8		POS 9		POS 10
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Priority 3		Priority 3		Rese

The figure displays a horizontal bar chart and four associated dropdown menus.

Category	Percentage (%)
No	0
Yes	0
Don't know	10

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**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	Table C --	Table C--Career Cluster/Pathway	Table C--Secondary Courses to be Offered
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	Manufacturing	#01-#12
			171000		#01-#12
			171502		#01-#12
			171710		#01-#12; #66
Engineering, Manufacturing, Technology	Manufacturing Pathway: Manufacturing Production Process Development	Trade and Industry	171710	Manufacturing	#01-#71
			171000		#01-#55
			170302		#50-#53
			171502		#80-#88
Engineering, Manufacturing, Technology	Manufacturing Pathway: Production		171710	Manufacturing - Welding	#30-#33
			171000		#41-#42
			170302		#60-#62
			171502		#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	Marketing Communications	#45-#51
			040800		#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	Business Management	#30-#39
			040800		#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	Accounting and Finance	#18-#26
			040800		#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	Hospitality and Tourism Management	#55-#60
			040800		#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 Environmental Service 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	#60-#74
				Biotechnology Systems	#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	Emergency Medical Services	#01-#04; #08-#14; #16-#18; #24-#28; #40-#45
			070101	Dental Services	#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
				Culinary/Hospitality Hospitality Management	#01-#07 #08-#12
			090301	Hospitality Service Careers: Tourism/Recreation	#18-#21
Human Services	Education and Training Pathways: Professional Support Services; Teaching & Training	FCS	090101	Early Childhood Guidance & Education Careers	#01; #06; #40-42
			090201	Education & Training Careers	#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
			090204		#05-#11
Engineering, Manufacturing, Technology	Architecture and Construction Pathway: Design/Pre-Construction	FCS	090101	Fashion, Apparel & Interior Design	#01; #06; #57-74
			090204		#05-#11
Human Services	Human Services Pathway Pathways: Counseling and Mental Health Services; Early Childhood	FCS	090101	Families & Community Service	#01; #06; #34-36
				Early Childhood Guidance & Education Careers	#01; #06; #40-42
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	#01-#07
				Family & Community Service	#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

Pine to Prairie	State-Recognized POS 1		State-Recognized POS 2		State-Recognized POS 3		State-Recognized POS 4
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Health_Science_Technology
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources	Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Health_Science
Career Pathway	Construction	Construction	Agribusiness_Systems	Agribusiness_Systems	Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Therapeutic_Services
High Schools & Approved CTE Programs (Table C)	(171000) Ada-Borup West, Badger, Bagley, Clearbrook-Gonvick, Crookston, East Grand Forks, Fertile-Beltrami, Fosston, Goodridge, Greenbush-Middle River, Grygla, Kittson County Central, Lancaster, Mahanomen, Marshall County Central, Norman County East, Red Lake County Central, Red Lake Falls, Roseau, Stephen-Argyle, Tri-County, Warroad, Waubun-Ogema White Earth, Win-E-Mac (019901) Fosston, Norman County East		(019901) Ada-Borup West, Clearbrook-Gonvick, Fertile-Beltrami, Stephen-Argyle, Thief River Falls		(170302) Ada-Borup West, Clearbrook-Gonvick, East Grand Forks, Mahanomen, Thief River Falls, Warren-Alvarado-Oslo, Waubun-Ogema White Earth (019901) Climax-Shelly, Mahanomen, Norman County East, Warren-Alvarado-Oslo		(070300) Fisher, Fosston, Greenbush-
Postsecondary Partner Institutions Postsecondary CTE Program #1 Postsecondary CTE Program #2 Postsecondary CTE Program #3	Northland_Community_Technical_College_011	Please Select...	Northland_Community_Technical_College_004	Northland_Community_Technical_College_004	Northland_Community_Technical_College_021	Please Select...	Northland_Community_Technical_College_073
	Carpentry-Residential	Please Select...	Farm Operations and Management	Applications in Farm Business Management	Automotive Engine Repair, Suspension and Brakes	Please Select...	Nursing
	Construction Electricity	Please Select...	Essentials of Farm Business Management	Please Select...	Automotive Service Technology	Please Select...	Practical Nursing
	Construction Plumbing	Please Select...	Current Issues in Farm Business Management	Please Select...	Auto Body Collision Technology	Please Select...	Physical Therapist Assistant
Dual Enrollment Opportunities	Yes		Yes		Yes		Yes
Recognized Secondary Credentials:							
Approved Work-based Learning Programs	(000750) East Grand Forks (009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac		(000750) East Grand Forks (009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac (019090) Ada-Borup West, Crookston, Warren-Alvarado-Oslo		(000750) East Grand Forks (009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac (019090) Ada-Borup West, Crookston, Warren-Alvarado-Oslo		(000750) East (009090) Badger, Bagley, Fosston, Grey Falls, Roseau, Thief R
	OSHA 10		OSHA 10		OSHA 10		
Recognized Postsecondary Credentials:							
Academic Award	AAS, Diploma		Diploma, Certificate		AAS, Diploma, Certificate		AS, AAS, Diploma, Certificate
Work-based Learning	Yes		Yes		Yes		Yes
Licensure, Certifications, and/or Industry Recognized Credentials							

Standardized POS 4	State-Recognized POS 5		State-Recognized POS 6		State-Recognized POS 7	
Health_Science_Technology	Health_Science_Technology	Health_Science_Technology	Health_Science_Technology	Health_Science_Technology	Business_Management_Administration	Business_Management_Administration
Health_Science	Health_Science	Health_Science	Health_Science	Health_Science	Business_Management_and_Administration	Business_Management_and_Administration
Therapeutic_Services	Diagnostic_Services	Diagnostic_Services	Health_Informatics	Health_Informatics	Administrative_Support	Administrative_Support
Middle River, Roseau, Thief River Falls	(070300) Fisher, Fosston, Greenbush-Middle River, Roseau, Thief River Falls		(070300) Fisher, Fosston, Greenbush-Middle River, Roseau, Thief River Falls		(140710) Ada-Borup West, Badger, Bagley, East Grand Forks, Fertile-Beltrami, Fisher, Fosston, Grygla, Mahnomen, Norman County East, Stephen-Argyle, Thief River Falls, Warren-Alvarado-Oslo, Warroad, Waubun-Ogema-White Earth, Win-E-Mac	
Northland_Community_Technical_College_073	Northland_Community_Technical_College_016	Please Select...	Northland_Community_Technical_College_027	Please Select...	Northland_Community_Technical_College_003	Please Select...
Occupational Therapy Assistant	Phlebotomy	Please Select...	Medical Coding Specialist	Please Select...	Administrative Office Specialist	Please Select...
Pharmacy Technology	Radiologic Technology	Please Select...		Please Select...	Administrative Professional	Please Select...
Respiratory Therapy	Please Select...	Please Select...		Please Select...		Please Select...
	Yes		Yes		Yes	
: Grand Forks	(000750) East Grand Forks		(000750) East Grand Forks		(000750) East Grand Forks	
Greenbush-Middle River, Grygla, Red Lake Thief River Falls, Win-E-Mac	(009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac		(009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac		(009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac	
					(149090) Warroad	
	AAS, Certificate		AAS		AAS, Diploma	
	Yes		No		No	

State-Recognized POS 8		State-Recognized POS 9		State-Recognized POS 10		State-Recognized POS 11
Human_Services	Human_Services	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Business_Management_Administration
Education_and_Training	Education_and_Training	Manufacturing	Manufacturing	Manufacturing	Manufacturing	Finance
Teaching_Training	Teaching_Training	Production	Production	Manufacturing_Production_Process_Development	Manufacturing_Production_Process_Development	Accounting
(090101) Ada-Borup West, Badger, East Grand Forks, Goodridge, Greenbush-Middle River, Marshall County Central, Stephen-Argyle Central, Thief River Falls, Tri-County, Warren-Alvarado-Oslo, Warroad, Waubun-Ogema-White Earth, Win-E-Mac		(171710) East Grand Forks, Grygla, Red Lake County Central, Roseau, Thief River Falls, Warroad Fosston, Mahnomen, Norman County East		(171710) East Grand Forks, Grygla, Red Lake County Central, Roseau, Thief River Falls, Warroad Fosston, Mahnomen, Norman County East		(140710) Ada-Borup West, Badger, Bag Fisher, Goodridge, Grygla, Lancaster, Marshall County Central, Stephen-Argyle, Thief River Falls, Warren-Alvarado-Oslo, Waubun-Ogema-White Earth, Win-E-Mac
Northland_Community_Technical_College_071	Please Select...	Northland_Community_Technical_College_056	Northland_Community_Technical_College_056	Northland_Community_Technical_College_041	Please Select...	Northland_Community_Technical_College_001
Early Childhood and Paraprofessional Education	Please Select...	Welding Manufacturing Technology	Welding Process Technology GTAW	Electronics Technology/Automated Systems	Please Select...	Accounting
Agriculture Education	Please Select...	Welding Process Technology	Welding Process Technology SMAW	Manufacturing Technology	Please Select...	Accounting Clerk
	Please Select...	Welding Process Technology GMAW	Welding Technology	Mechatronics	Please Select...	Accounting Transfer Pathway
Yes		Yes		Yes		
(000750) East Grand Forks (009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac		(000750) East Grand Forks (009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac		(000750) East Grand Forks (009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac		(000750) East (009090) Badger, Bagley, Fosston, Greenbush-Middle River, Grygla, Red Lake Falls, Roseau, Thief River Falls, Win-E-Mac (149090)
		OSHA 10		OSHA 10		
AAS, Certificate		Diploma, Certificate		AAS, Certificate		AAS, AS, Diploma
Yes		Yes		Yes		No

Size POS 11	State-Recognized POS 12		State-Recognized POS 13		State-Recognized POS 14	
Business_Management_Administration		0		0		0
Finance		0		0		0
Accounting		0		0		0
ley, East Grand Forks, Fertile-Beltrami, ohnomen, Norman County East, Roseau, en-Alvarado-Oslo, Warroad, Waubun- arth, Win-E-Mac						
Please Select...		Please Select...		Please Select...		Please Select...
Please Select...		Please Select...		Please Select...		Please Select...
Please Select...		Please Select...		Please Select...		Please Select...
Please Select...		Please Select...		Please Select...		Please Select...
: Grand Forks						
ambush-Middle River, Grygla, Red Lake iver Falls, Win-E-Mac						
Warroad						

State-Recognized POS 15		State-Recognized POS 16	
	0		0
	0		0
	0		0
	Please Select...		Please Select...
	Please Select...		Please Select...
	Please Select...		Please Select...
	Please Select...		Please Select...



Pine to Prairie	POS 1		POS 2	
Career Field	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Agriculture_Food_Natural_Resources	Agriculture_Food_Natural_Resources
Career Cluster	Architecture_and_Construction	Architecture_and_Construction	Agriculture_Food_and_Natural_Resources	Agriculture_Food_and_Natural_Resources
Career Pathway	Construction	Construction	Agribusiness_Systems	Agribusiness_Systems
High Schools & Approved CTE Programs (Table C)	(171000) Ada-Borup West, Badger, Bagley, Clearbrook-Gonvick, Crookston, East Grand Forks, Fertile-Beltrami, Fosston, Goodridge, Greenbush-Middle River, Grygla, Kittson County Central, Lancaster, Mahnommen, Marshall County Central, Norman County East, Red Lake County Central, Red Lake Falls, Roseau, Stephen-		(019901) Ada-Borup West, Clearbrook-Gonvick, Fertile-Beltrami, Stephen-Argyle, Thief River Falls	
Postsecondary Partner Institutions	Northland_Community_Technical_College_011	Please Select...	Northland_Community_Technical_College_004	Northland_Community_Technical_College_004
Postsecondary CTE Program #1	Carpentry-Residential	Please Select...	Farm Operations and Management	Applications in Farm Business Management
Postsecondary CTE Program #2	Construction Electricity	Please Select...	Essentials of Farm Business Management	Please Select...
Postsecondary CTE Program #3	Construction Plumbing	Please Select...	Current Issues in Farm Business Management	Please Select...
State-Recognized Funding Priority	Yes		Yes	
	Priority 1		Priority 2	
Interdisciplinary CTE-Related Courses (optional)	Climax-Shelly, #64, Fosston, #64, #65		Ada-Borup West #20, #21, #33, #34, #36, Badger, #20, #21, Bagley, #20, #21, East Grand Forks, #20, #21, #30, Fertile-Beltrami, #20, #21, #30, Goodridge, #20, #30, Lancaster, #20, #21, Norman County East, #20, #21, #30, Roseau, #20, #21, #33, Stephen-Argyle, #20, Thief River Falls, #20, Warren-Alvarado-Oslo, #20, #30, #33, Warroad, #20, #21, Win-E-Mac, #20	

POS 3		POS 4		POS 5
Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Health_Science_Technology	Health_Science_Technology	Health_Science_Technology
Transportation_Distribution_and_Logistics	Transportation_Distribution_and_Logistics	Health_Science	Health_Science	Health_Science
Facility_and_Mobile_Equipment_Maintenance	Facility_and_Mobile_Equipment_Maintenance	Therapeutic_Services	Therapeutic_Services	Diagnostic_Services
(170302) Ada-Borup West, Clearbrook-Gonvick, East Grand Forks, Mahnomen, Thief River Falls, Warren-Alvarado-Oslo, Waubun-Ogema White Earth (019901) Climax-Shelly, Mahnomen, Norman County East, Warren-Alvarado-Oslo		(070300) Fisher, Fosston, Greenbush-Middle River, Roseau, Thief River Falls		(070300) Fisher, Fosston, Greenbush-
Northland_Community_Technical_College_021	Please Select...	Northland_Community_Technical_College_073	Northland_Community_Technical_College_073	Northland_Community_Technical_College_016
Automotive Engine Repair, Suspension and Brakes	Please Select...	Nursing	Occupational Therapy Assistant	Phlebotomy
Automotive Service Technology	Please Select...	Practical Nursing	Pharmacy Technology	Radiologic Technology
Auto Body Collision Technology	Please Select...	Physical Therapist Assistant	Respiratory Therapy	Please Select...
Yes		Yes		Yes
Priority 2		Priority 1		Priority 3
Climax-Shelly, #60, Warren-Alvarado-Oslo, #69				

S 5	POS 6		POS 7	
Health_Science_Technology	Health_Science_Technology	Health_Science_Technology	Business_Management_Administration	Business_Management_Administration
Health_Science	Health_Science	Health_Science	Business_Management_and_Administr ation	Business_Management_and_Administr ation
Diagnostic_Services	Health_Informatics	Health_Informatics	Administrative_Support	Administrative_Support
Middle River,Roseau, Thief River Falls	(070300) Fisher, Fosston, Greenbush-Middle River,Roseau, Thief River Falls		(140710) Ada-Borup West, Badger, Bagley, East Grand Forks, Fertile-Beltrami, Fisher, Fosston, Grygla, Mahnomen, Norman County East, Stephen-Argyle, Thief River Falls, Warren-Alvarado-Oslo, Warroad, Waubun-Ogema-White Earth, Win-E-Mac	
Please Select...	Northland_Community_Technical_College_027	Please Select...	Northland_Community_Technical_College_003	Please Select...
Please Select...	Medical Coding Specialist	Please Select...	Administrative Office Specialist	Please Select...
Please Select...		Please Select...	Administrative Professional	Please Select...
Please Select...		Please Select...		Please Select...
25	Yes		Yes	
ity 1	Priority 3		Priority 3	

POS 8		POS 9		POS 10
Human_Services	Human_Services	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology	Engineering_Manufacturing_Technology
Education_and_Training	Education_and_Training	Manufacturing	Manufacturing	Manufacturing
Teaching_Training	Teaching_Training	Production	Production	Manufacturing_Production_Process_Development
(090101) Ada-Borup West, Badger, East Grand Forks, Goodridge, Greenbush-Middle River, Marshall County Central, Stephen-Argyle Central, Thief River Falls, Tri-County, Warren-Alvarado-Oslo, Warroad, Waubun-Ogema-White Earth, Win-E-Mac		(171710) East Grand Forks, Grygla, Red Lake County Central, Roseau, Thief River Falls, Warroad (019901) Fosston, Mahnomen, Norman County East		(171710) East Grand Forks, Grygla, Red Lake County Central, Roseau, Thief River Falls, Warroad Fosston, Mahnomen,
Northland_Community_Technical_College_071	Please Select...	Northland_Community_Technical_College_056	Northland_Community_Technical_College_056	Northland_Community_Technical_College_041
Early Childhood and Paraprofessional Education	Please Select...	Welding Manufacturing Technology	Welding Process Technology GTAW	Electronics Technology/Automated Systems
Agriculture Education	Please Select...	Welding Process Technology	Welding Process Technology SMAW	Manufacturing Technology
	Please Select...	Welding Process Technology GMAW	Welding Technology	Mechatronics
Yes		Yes		Yes
Priority 2		Reserve		Reserve
		Fosston, #62, #63, Ada-Borup West, #71, Badger, #71, #72, East Grand Forks, #68, Greenbush-Middle River, #68, Mahnomen, #70, #71, Marshall County Central, #70, Red Lake Falls, #70, Thief River Falls, #70, Tri-County, #70, Warren-Alvarado-Oslo #70, Waubun-Ogema-White Earth, #71, #72		Fosston, #62, #63, Ada-Borup West, #71, Badger, #71, #72, East Grand Forks, #68, Greenbush-Middle River, #68, Mahnomen, #70, #71, Marshall County Central, #70, Red Lake Falls, #70, Thief River Falls, #70, Tri-County, #70, Warren-Alvarado-Oslo #70, Waubun-Ogema-White Earth, #71, #72

POS 10	POS 11		POS 12	
Engineering_Manufacturing_Technology	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration	Business_Management_Administration
Manufacturing	Finance	Finance	Hospitality_and_Tourism	Hospitality_and_Tourism
Manufacturing_Production_Process_Development	Accounting	Accounting	Restaurants_and_Food_Beverage_Services	Restaurants_and_Food_Beverage_Services
Lake County Central, Roseau, Thief River Falls (019901) Norman County East	(140710) Ada-Borup West, Badger, Bagley, East Grand Forks, Fertile-Beltrami, Fisher, Goodridge, Grygla, Lancaster, Mahnomen, Norman County East, Roseau, Stephen-Argyle, Thief River Falls, Warren-Alvarado-Oslo, Warroad, Waubesa-Ogema-White Earth, Win-E-Mac		090101: Ada-Borup West, Badger, East Grand Forks, Greenbush-Middle River, Mahnomen, Marshall County Central, Red Lake Falls, Roseau, Thief River Falls, Tri-County, Warren-Alvarado-Oslo, Warroad, Waubesa, Win-E-Mac	
Please Select...	Northland_Community_Technical_College_001	Please Select...	MinnesotaNorthCollege_064	Please Select...
Please Select...	Accounting	Please Select...	Culinary Arts	Please Select...
Please Select...	Accounting Clerk	Please Select...	Please Select...	Please Select...
Please Select...	Accounting Transfer Pathway	Please Select...	Please Select...	Please Select...
Yes	Yes		No	
Priority	Priority 3		Priority 3	

Fiscal Year	MDE Control #	Date Approved	Description	Cost	Primary Funding % of Perkins
2017		9-14-2016	Miller Welder 215	\$1,559	Perkins 100
2017		11-21-2016	Saw Stop Table Saw	\$1,299	Perkins 100
2017		1-10-2017	Paint Hood	\$3,202	Perkins 100
2017		1-18-2017	Smart Board	\$1,699	Perkins 100
2017		1-18-2017	Wood Lathe	\$1,004	Perkins 100
2017		2-9-2017	Wood Shaper	\$1,565	Perkins 100
2017		2-10-2017	3D Printer	\$17,000/\$7,244	Perkins 43%
2017		3-14-2017	MIG Welder	\$1,495	Perkins 100%
2017		4-3-2017	3D Printer	\$2,375/\$1,500	Perkins 63%
2017		4-5-2017	Laser Engraver	\$2,446/\$810	Perkins 33%
2017		4-3-2017	3D Printer	\$2,375/\$1,308	Perkins 55%
2018		12-18-2017	Drum Sander	\$1,638	Perkins 100%
2018		2-1-2018	Janome MB-7 Embroid	\$6,999/\$1,161	Perkins 17%
2018		2-13-2018	ShopBot Desktop CN	\$9,036/\$5,474	Perkins 60%
2018		12-21-2017	Baby Lock Flourish II	\$1,600	Perkins 100%
2018		12-21-2017	Plasma Machine	\$1,435	Perkins 100%
2018		3-2-2018	Clausing 20" Variable	\$5,175/\$3,200	Perkins 62%
2019		10-5-2018	Supermax 25 x 2 Dual	\$2,699/\$2,256	Perkins 84%
2019		10-5-2018	Versa Laser	\$17,095/\$2,809	Perkins 16%
2019		11-14-2018	Afina 3D Printer	\$1,828	Perkins 100%
2019		3-25-2019	Ultimaker 3 3D printer	\$3,495	Perkins 100%
2019		12-21-2018	Clevertouch	\$3,526	Perkins 100%
2019		4-1-2019	Padcaster PCSTUDIO	\$1,594	Perkins 100%
2019		1-16-2019	Roland Cutter	\$3,582/\$1,711	Perkins 48%
2019		1-16-2019	Heat Press	\$3,582/\$1,711	Perkins 48%
2019		12-20-2018	Pro 19 Bender Tapco	\$1,899	Perkins 100%
2019		10-11-2018	Miller MM-252	\$2,005	Perkins 100%
2019		2-4-2019	Jet JSG-6DCK Disc S	\$1,328	Perkins 100%
2019		12-10-2018	Hotronix Heat Press	\$3,422	Perkins 100%
2020		12-3-2019	Jet Shaper	\$1,434	Perkins 100%
2020		12-6-2019	Miller Sync 210 Welder	\$2,630	Perkins 100%
2020		1-3-2020	Nikon 70-200mm Tele	\$2,150	Perkins 100%
2020		1-7-2020	Millermatic 220 MIG v	\$2,842	Perkins 100%
2020		1-28-2020	Powermatic Bandsaw	\$1,300	Perkins 100%
2020		2-10-2020	Shop Outfitters #ORB	\$3,210	Perkins 100%
2020		3-16-2020	Fusion Heat Press	\$2,341	Perkins 100%
2020		4-2-2020	Vex Robotics parts	\$4,701	Perkins 100%
2020		4-29-2020	MDT Scan Tool	\$3,749	Perkins 100%
2020		5-15-2020	Imperial Range	\$5,281	Perkins 100%
2021		10-12-2020	Artic Air 23 Refrigerat	\$1,499	Perkins 100%
2021		11-30-2020	Millermatic 220 MIG v	\$3,163	Perkins 100%
2021		2-12-2021	Jet Drum Sander	\$1,800	Perkins 100%
2021		2-19-2021	Avantco Refrigerator	\$2,999	Perkins 100%
2021		2-23-2021	Saw Stop Table Saw	\$2,879	Perkins 100%
2021		2-23-2021	Laguna Bandsaw	\$1,589	Perkins 100%
2021		2-23-2021	Drill Press	\$1,500	Perkins 100%
2021		3-10-2021	Laser Engraver	\$22,760/\$17,070	Perkins 75%
2021		3-10-2021	CNC Plasma	\$18,535/\$13,901	Perkins 75%
2021		3-10-2021	CNC Plasma	\$17,140/\$13,855	Perkins 75%

2021	11-3-2021	Spindle Sander	\$1,700	Perkins	100%
2021	1-21-2021	Jet OES-80CS Edge S	\$1,054	Perkins	100%
2021	1-26-2021	Hotronix Heat Press	\$3,365	Perkins	100%
2021	4-12-2021	Shop Sabre Sidekick	\$20,235/\$15,176	Perkins	75%
2021	5-18-2021	RealityWorks Babies	\$3,161	Perkins	100%
2021	5-19-2021	Saw Stop Table Saw	\$3,399	Perkins	100%
2021	5-25-2021	Plate Roller	\$8,475/\$6,356	Perkins	75%
2021	2-12-2021	Tire Changer	\$1,925	Perkins	100%
2021	2-2-2021	Lincoln TIG 200 Weld	\$1,583	Perkins	100%
2021	2-2-2021	Shop Sabre Vacuum	\$1,485	Perkins	100%
2021	4-12-2021	Powermatic Planer	\$3,200	Perkins	100%
2021	4-12-2021	Powermatic Jointer	\$1,600	Perkins	100%
2022	12-16-2021	Shaper	\$4,311	Perkins	100%
2022	9-27-2021	Kreg Machine	\$2,799	Perkins	100%
2022	11-22-2021	(2) Power Drawbar	\$1060/\$2,120	Perkins	100%
2022	1-27-2022	Jet Planer	\$3,330	Perkins	100%
2022	1-17-2022	Ironworker	14071/\$10,553	F Perkins	75%
2022	2-3-2022	(2) Lincoln Powermig	\$4,206 for both	Perkins	100%
2022	2-2-2022	Brother PE800 Embrc	\$1,580	Perkins	100%
2022	2-2-2022	Universal Laser	\$21,310/\$15,982	Perkins	75%
2022	2-25-2022	Drum Sander	\$3,020	Perkins	100%
2022	3-7-2022	(2) Power MIG 360MF	\$15,719/\$11,789	Perkins	75%
2022	3-7-2022	RealityWorks Babies	\$7,230	Perkins	100%
2022	3-7-2022	Reality Works Babies	\$12,720	Perkins	100%
2022	3-17-2022	Universal Laser	\$23110/\$17,333	Perkins	75%
2022	3-11-2022	Jet Bandsaw	\$1,300	Perkins	100%
2022	3-11-2022	TIG Welder	\$2,217	Perkins	100%
2022	3-11-2022	Power MIG	\$2,400	Perkins	100%
2023	9-14-2022	Shop Sabre SK8 Plas	\$22,995/\$17,245	Perkins	75%
2023	10-5-2022	Powermatic Jointer/m	\$2,493	Perkins	100%
2023	10-5-2022	Jet Spindle Sander	\$1,999	Perkins	100%
2023	11-17-2022	Shop Sabre CNC Pla:	\$29,310/\$21,982	Perkins	75%
2023	12-12-2022	RealCare Babies	\$5,002	Perkins	100%
2023	12-12-2022	Janome MB-7 Embroi	\$7,382	Perkins	100%
2023	1-31-2023	Brother Embroidery M	\$15,489/\$11,617	Perkins	75%
2023	2-14-2023	RealityWorks Planst	\$14,465	Perkins	100%
2023	1-25-2023	Drill Press	\$1,499	Perkins	100%
2023	1-25-2023	Drill Press	\$1,330	Perkins	100%
2023 23-14-110	3-3-2023	(3) welders	\$2,769 (3) \$8,30	Perkins	100%
2023	3-2-2023	Canon EOS R6 Came	\$4,203	Perkins	100%
2023	3-10-2023	Shop Sabre CNC Pla:	\$23,894/\$18,558	Perkins	75%
2023	4-19-2023	Brother Pro X 1055X	\$15,531/\$11,648	Perkins	75%
2023 23-14-114	5-31-2023	Jet 20" Planer	\$4,700	Perkins	100%
2023 23-14-114	5-31-2023	(2) Jet Bandsaws	\$1,300 x (2) \$2,6	Perkins	100%
2024 24-14-103	9-25-2023	Embroidery Machine	\$15,566/\$11,675	Perkins	75%
2024 24-14-102	9-15-2023	Plasma Cutter	\$2,574	Perkins	100%
2024 24-14-101	9-15-2023	Table Saw	\$2,999	Perkins	100%
2024 24-14-100	10-19-2023	Undercounter Refrige	\$1,999	Perkins	100%
2024 24-14-106	10-25-2023	Shop Sabre CNC Pla:	\$24445/\$18,334	Perkins	75%
2024 24-14-114	3-1-2024	RealCare Babies (5) \	\$14,333	Perkins	100%

2024 24-14-104	10-26-2023 RealCare Babies (10)	\$12,144 Perkins	100%
2024 24-14-107	1-12-2024 Iron Worker	\$6,499 Perkins	100%
2024 24-14-112	2-13-2024 Powermatic Planer	\$4,450 Perkins	100%
2024 24-14-112	2-13-2024 Powermatic Jointer	\$3,500 Perkins	100%
2024 24-14-109	2-14-2024 RealCare Babies	\$8,574 Perkins	100%
2024 24-14-110	2-14-2024 RealCare Babies	\$8,226 Perkins	100%
2024 24-14-108	2-15-2024 Powermatic 15" Plane	\$4,299 Perkins	100%
2024 24-14-115	3-21-2024 Jet Disc/Belt Sander	\$1,900 Perkins	100%
2024 24-14-115	3-21-2024 Jet 16-32 Drum Sand	\$1,700 Perkins	100%
2024 24-14-113	2-15-2024 Geriatric Skin Conditio	\$1,399 Perkins	100%
2024 24-14-113	2-15-2024 Nursing Skills Sim Kit	\$1,159 Perkins	100%
2024 24-14-113	2-15-2024 Muscular Figure Table	\$2,099 Perkins	100%
2024 24-14-113	2-15-2024 Geriatric Sensory Imp	\$1,399 Perkins	100%
2024 24-14-116	5-24-2024 TORMACH 1100M M	\$22,930/\$17,198 Perkins	75%
2025 25-14-100	8-22-2024 Air Compressor	\$4,047 Perkins	100%
2025 25-14-101	11-25-2024 Knowledge Matters sI	\$5,130 Perkins	100%
2025 25-14-102	12-9-2024 Miller MM-255 Welder	\$5,297 Perkins	100%
2025 25-14-103	12-10-2024 Miller MM-255 Welder	\$5,866 Perkins	100%
2025 25-14-106	12-19-2024 Bambu Lab X1C 3D F	\$1,299 x 3 = \$3,897 Perkins	100%
2025 25-14-108	12-19-2024 Power MIG 262 MP	\$3,353 Perkins	100%
2025 25-14-108	12-19-2024 Multimatic 255 Welder	\$4,038 Perkins	100%
2025 25-14-107	12-19-2024 Shop Sabre CNC Pla	\$22,690/\$17,017 Perkins	75%
2025 25-14-104	12-16-2024 Shop Sabre CNC Pla	\$25,740/\$19,305 Perkins	75%
2025 25-14-105	1-17-2025 Brother PR 1055X En	\$16,563/\$12,433 Perkins	75%
2025 25-14-109	1-22-2025 Rogue 201i Pro Weld	\$2,881.24 for bot Perkins	100%
2025 25-14-110	1-24-2025 Scotchman Ironworke	\$18,847/\$14,135 Perkins	100%
2025 25-14-111	2-12-2025 20" Shelix Cutterhead	\$1,150 Perkins	100%
2025 25-14-112	2-27-2025 Jet 20" Helical Head F	\$4,800 Perkins	100%
2025 25-14-113	3-21-2025 Jet 15" Drill Press	\$1,275 Perkins	100%
2025 25-14-114	4-3-2025 Jet Oscillating Drum S	\$3,175 Perkins	100%



Title Holder (District)	P.O.C.	Perkins Label (Y/N)	Location	Still in Use (Y/N)
Tri-County	Brad Thompson	Yes	Trades Lab	Yes
Crookston	Travis Oliver	Yes	Trades Lab	Yes
Mahnomen	Scott McConkey	Yes	Auto Lab	Yes
Ada-Borup West	Abbie Savage	Yes	Ag Classroom	Yes
Norman County East	Tim Batom	Yes	Trades Lab	Yes
Fosston	Josh Peason	Yes	Trades Lab	Yes
Bagley	Mike Malterud	Yes	Trades Classroom	Yes
Fertile-Beltrami	Mattson	Yes	Welding Lab	Yes
Stephen-Argyle	Matt Kroulik	Yes	Eng. Lab	Yes
Lancaster	Mike Peterson	Yes	Trades Lab	Yes
Grygla	Gabe Rath	Yes	Trades Lab	Yes
Clearbrook-Gonvick	Ross Faldet	Yes	Trades Lab	Yes
Warren-Alvarado-Oslo	Beth Murray	Yes	Bus. Lab	Yes
Mahnomen	Scott McConkey	Yes	Trades Lab	Yes
Waubun-Ogema-White Earth	Gina McLaughlin	Yes	FCS Lab	Yes
East Grand Forks	Robert Hapka	Yes	Metals Lab	Yes
Roseau	Jesse Johnston	Yes	Metals Lab	Yes
Red Lake County Central	Aaron Moll	Yes	Wood Lab	Yes
Clearbrook-Gonvick	Ross Faldet	Yes	Metals Lab	Yes
Waubun-Ogema-White Earth	Lee Weigel	Yes	Eng. Lab	Yes
Roseau	Jesse Johnston	Yes	Eng. Lab	Yes
Fertile-Beltrami	Whitney Ruppre	Yes	Ag Classroom	Yes
Marshall County Central	Trista Lund	Yes	Comm. Lab	Yes
Lancaster	Krystal Peterson	Yes	FCS Lab	Yes
Lancaster	Mike Peterson	Yes	Eng. Lab	Yes
Crookston	Travis Oliver	Yes	Trades Lab	Yes
Badger	Mike Coltom	Yes	Metals Lab	Yes
Kittson County Central	Ed Lehrke	Yes	Trades Lab	Yes
Mahnomen	Kim Kochman	Yes	FCS Lab	Yes
Grygla	Gabe Rath	Yes	Trades lab	Yes
Clearbrook-Gonvick	Ross Faldet	Yes	Metals Lab	Yes
Goodridge	Lacey Hruby	Yes	Business Lab	Yes
Lancaster	Mike Peterson	Yes	Metals Lab	Yes
Goodridge	Elroy Johnsrud	Yes	Trades Lab	Yes
Red Lake Falls	Trevor Page	Yes	Trades Lab	Yes
Warren-Alvarado-Oslo	Beth Murray	Yes	Business Lab	Yes
Badger	Mike Coltom	Yes	Trades lab	Yes
Mahnomen	Scott McConkey	Yes	Auto Lab	Yes
Red Lake Falls	Morgan Willams	Yes	FCS Lab	Yes
Red Lake Falls	Morgan Willams	Yes	FCS Lab	Yes
Tri-County	Brad Thompson	Yes	Metals Lab	Yes
East Grand Forks	Pat Compton	Yes	Trades Lab	Yes
Warren-Alvarado-Oslo	Jerrica Pribula	Yes	FCS Lab	Yes
Greenbush-Middle River	John Moore	Yes	Trades Lab	Yes
Red Lake Falls	Trevor Page	Yes	Trades Lab	Yes
Badger	Mike Coltom	Yes	Trades Lab	Yes
Win-E-Mac	Nathan Johnson	Yes	Trades Lab	Yes
East Grand Forks	Robert Hapka	Yes	Metals Lab	Yes
Crookston	Travis Oliver	Yes	Metals Lab	Yes

Roseau	Jim Mack	Yes	Trades Lab	Yes
Roseau	Jim Mack	Yes	Trades Lab	Yes
Red Lake Falls	Trevor Page	Yes	FCS Lab	Yes
Grygla	Gabe Rath	Yes	Metals Lab	Yes
Badger	Gretchen Lee	Yes	FCS Lab	Yes
Fertile-Beltrami	Tanya Raaen	Yes	Trades Lab	Yes
Mahnomen	Jenna Bendicks	Yes	Metals Lab	Yes
Ada-Borup West	Mason Kitchell	Yes	Auto Lab	Yes
Grygla	Gabe Rath	Yes	Metals Lab	Yes
Tri-County	Brad Thompson	Yes	Trades Lab	Yes
Marshall County Central	Matt Sundberg	Yes	Trades Lab	Yes
Marshall County Central	Matt Sundberg	Yes	Trades Lab	Yes
Roseau	Jim Mack	Yes	Trades Lab	Yes
Roseau	Jim Mack	Yes	Trades Lab	Yes
Thief River Falls	Matt McGlynn	Yes	Metals Lab	Yes
Norman County East	Jordyn Newberg	Yes	Trades Lab	Yes
Bagley	Mike Malterud	Yes	Metals Lab	Yes
Red Lake Falls	Trevor Page	Yes	Trades Lab	Yes
Red Lake Falls	Morgan Willams	Yes	FCS Lab	Yes
Fertile Beltrami	Tanya Raaen	Yes	Trades Lab	Yes
Tri-County	Brad Thompson	Yes	Trades Lab	Yes
Crookston	Travis Oliver	Yes	Metals Lab	Yes
Goodridge	Brandon Bakker	Yes	FCS Lab	Yes
Warroad	Ashley Stricker	Yes	FCS Lab	Yes
Marshall County Central	Matt Sundberg	Yes	Trades Lab	Yes
Kittson County Central	Ed Lehrke	Yes	Trades Lab	Yes
Kittson County Central	Ed Lehrke	Yes	Trades Lab	Yes
Ada-Borup West	Mason Kitchell	Yes	Metals Lab	Yes
Tri-County	Brad Thompson	Yes	Trades Lab	Yes
Red Lake Falls	Trevor Page	Yes	Trades Lab	Yes
Fosston	Josh Peason	Yes	Trades Lab	Yes
Red Lake Falls	Trevor Page	Yes	Trades Lab	Yes
Tri-County	Justina Pietruse	Yes	FCS Lab	Yes
Tri-County	Justina Pietruse	Yes	FCS Lab	Yes
Red Lake Falls	Morgan Willams	Yes	FCS Lab	Yes
Clearbrook-Gonvick	Monica Johnson	Yes	Ag Classroom	Yes
East Grand Forks	Robert Hapka	Yes	Metals Lab	Yes
East Grand Forks	Robert Hapka	Yes	Metals Lab	Yes
Fertile-Beltrami	Tanya Raaen	Yes	Metals Lab	Yes
Warren-Alvarado-Oslo	Beth Murray	Yes	Business Lab	Yes
Fosston	Myla Donovan	Yes	Ag/Metals Lab	Yes
Badger	Gretchen Lee	Yes	FCS Lab	Yes
Clearbrook-Gonvick	Jack Johnson	Yes	Trades Lab	Yes
Clearbrook-Gonvick	Jack Johnson	Yes	Trades Lab	Yes
Marshall County Central	Dustin Dahl	Yes	FCS Lab	Yes
Bagley	Mike Malterud	Yes	Metals Lab	Yes
Bagley	Mike Malterud	Yes	Trades Lab	Yes
Marshall County Central	Dustin Dahl	Yes	FCS Lab	Yes
Lancaster	Mike Peterson	Yes	Metals Lab	Yes
Warren-Alvarado-Oslo	Jerrica Pribula	Yes	FCS Lab	Yes

Ada-Borup West	Miki Hennen	Yes	FCS Lab	Yes
East Grand Forks	Robert Hapka	Yes	Metals Lab	Yes
Kittson County Central	Ed Lehrke	Yes	Trades Lab	Yes
Kittson County Central	Ed Lehrke	Yes	Trades Lab	Yes
Waubun-Ogema-White Earth	Joan Refshaw	Yes	FCS Lab	Yes
Badger	Gretchen Lee	Yes	FCS Lab	Yes
Grygla	Gabe Rath	Yes	Trades Lab	Yes
Win-E-Mac	Nathan Johnson	Yes	Trades Lab	Yes
Win-E-Mac	Nathan Johnson	Yes	Trades Lab	Yes
Thief River Falls	Kelsey McLean	Yes	Heath Lab	Yes
Thief River Falls	Kelsey McLean	Yes	Heath Lab	Yes
Thief River Falls	Kelsey McLean	Yes	Heath Lab	Yes
Thief River Falls	Kelsey McLean	Yes	Heath Lab	Yes
Roseau	Soren Olesen	Yes	Metals Lab	Yes
Fosston	Myla Donovan	Yes	Ag/Metals Lab	Yes
Bagley	Amy Kent	No	Business Lab	Yes
Tri-County	Brad Thompson	Yes	Welding Lab	Yes
Win-E-Mac	Nathan Johnson	Yes	Trades Lab	Yes
Roseau	Jim Mack	Yes	Trades Lab	Yes
Norman County East	Greg Crader	Yes	Trades Lab	Yes
Norman County East	Greg Crader	Yes	Trades Lab	Yes
Clearbrook-Gonvick	Kris Rue	Yes	Metals Lab	Yes
Roseau	Soren Olesen	Yes	Metals Lab	Yes
Ada-Borup West	Miki Hennen	Yes	FCS Lab	Yes
Warroad	Jeremy Culleton	Yes	Metals Lab	Yes
Red Lake County Central	Aaron Moll	Yes	Metals Lab	Yes
Warroad	Scott Edman	Yes	Wood Lab	Yes
Ada-Borup West	Mason Kitchell	Yes	Wood Lab	Yes
Greenbush-Middle River	John Moore	Yes	Wood Lab	Yes
Fertile-Beltrami	Tanya Raaen	Yes	Wood Lab	Yes

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[illegible]



Asset Tag #	Description	Location	Last Inventory Date	FY Purchased	PO Number	Total Cost	Amount Encumbered	% Covered by Perkins	Cost Center	Asset Holder (Dept. #)	Asset POC	Perkina Label Flag	Perkins Label (Y/N)	Still in Use (Y/N)	Disposition Date	Disposition Reason	Life Span	Life Span Est.
1005795	OSCILLOSCOPE W/ TRF 721		04/14/2021	2021	10781	\$9,813.75				AUTOMOTIVE		Yes						2021
1155996	BENDER CONDUIT : EGF 502A LAE		03/30/2022	2022		\$6,139.00				CONST ELEC		Yes						2022
1264953	VERTICAL BAND SA EGF 530		04/14/2022	2022	120032	\$7,649.00					BRIAN SUCKOW	Yes						2022
1338491	LINCOLN ELECTRIC EGF 530		04/14/2022	2022	MULT	\$6,847.60					BRIAN BOOTH #2	Yes						2022
1338492	LINCOLN ELECTRIC EGF 530		04/14/2022	2022	MULT	\$6,847.60					BRIAN BOOTH #1	Yes						2022
1338493	LINCOLN ELECTRIC EGF 530		04/14/2022	2022	MULT	\$6,847.60					BRIAN BOOTH #1	Yes						2022
1338494	LINCOLN ELECTRIC EGF 530		04/14/2022	2022	MULT	\$6,847.60					BRIAN BOOTH #2	Yes						2022
1338495	LINCOLN ELECTRIC EGF 530		04/14/2022	2022	MULT	\$6,847.60					BRIAN BOOTH #2	Yes						2022
1338496	LINCOLN ELECTRIC EGF 530		04/14/2022	2022	MULT	\$6,847.60					BRIAN BOOTH #1	Yes						2022
1338500	ZENUSE XT THERM TRF_AV AC18		05/14/2021	2021	125328	\$6,920.00					JONATHAN BECK	Yes						2021
1338716	PB840 EGF 368		04/04/2022	2022	118196	\$8,615.96				RCP		Yes						2022
1338969	TORCHMATE TRF 651		05/11/2021	2021	125279	\$17,467.72				Welding	JOEL ZIEGLER	Yes						2021
1338981	2016 CHEVROLET M EGF Auto Pa		03/26/2024	2017	126567	\$16,115.63				AUTO TECH/BODY		Yes						2017
1338992	EZ HAULER LIC EY5 EGF EAST LO		02/20/2024	2017	126623	\$12,199.00				CARPENTRY PROGRAM		Yes						2017
1338999	R1234-YF REFRIGEF TRF 727 STOI		03/26/2024	2018	127292	\$6,497.99				AUTO TECH		Yes						2018
1339718	SIM BABY MANEQUI EGF 412		04/01/2022	2022	123749	\$27,569.85				SIMLAB		Yes						2022
1365884	PAINT BOOTH TRF 719		04/14/2021	2021	MULT	\$135,657.00					KENT WAGNER	Yes						2021
1409335	TUFF BOOK LAPTOI TRF SCAN CA		06/03/2022	2022	95294	\$3,100.00					MARK A JOHNSOI	No						2022
1409939	PAET CRANE TRF 707		05/23/2024	2018	127941	\$45,463.00				PERKINS		Yes						2018
1498255	2001 TOYOTA TRF PARK LO		03/16/2021	2021	110268	\$4,200.00				AUTOMOTIVE		No						2021
1498447	POWERWAVE WELI TRF 651		05/11/2021	2021	113737	\$6,322.25				WELDING		Yes						2021
1802250	SIM MANIKIN W/ LEN EGF 368		02/21/2024	2020	P0197081	\$44,716.40				RCP	Heather Koland	Yes						2020
1802407	DESKTOP TRF WELD		04/12/2024	2021	P0251764	\$13,420.00				WELDING		Yes						2021
1976512	SNAP-ON TRUPOIN' TRF 719		03/21/2024	2022	P0286722	\$26,009.40					KENT WAGNER	Yes						2022
1976530	BL33-BL BENCH BR/ TRF 721		05/02/2024	2022	P0313612	\$12,104.45					MARK A JOHNSOI	Yes						2022
1976608	Guided Bend and Ten TRF 651		3/21/2024	2023	P0371872	\$11,951.11			Basic	Welding	Joel Ziegler	Yes						2023
1976609	Rotory Drawn Bender TRF 651		3/21/2024	2023	P0371872	\$16,847.95			Basic	Welding	Joel Ziegler	Yes						2023
1976610	ProtoMAX and Access TRF 651		3/21/24	2023	P0373573	\$36,504.00	\$35,204.00		96% Basic	Welding	Joel Ziegler	Yes						2023
1976633	OMAX Laptop for Prot TRF 651		4/12/24	2023	P0373573	\$2,020.00						No						2023
1976634	Pro Spot iks Smart W TRF 719		03/21/2024	2023	P0371358	\$27,082.37			Basic		Kent Wagner	Yes						2023
1976636	Welding Stands			2023	P0372731	\$26,000.00			Basic		Brian Suckow	Yes						2023
1976637	SAM II Manikin & Acco EGF 412		3/11/2024	2023	P0371868	\$15,895.00			Basic		Christina Foutaine	Yes						2023
1976716	X-ray Phantom			2024	P0397090	\$34,260.00			Basic		Debra Beland	Yes						2024
1976748	HP Sound & Light Equipment			2024	PO419674	\$7,228.01						Yes						2024
Pending	Purge Block Regulator	(04/21/2023)		2023							Brian Suckow	No						2023
Pending	Triangle Engineering Weld Stands	(04/21/2023)		2023							Brian Suckow	No						2023
Pending	Emona, Telecom's experimenters kit	(04/21/2023)		2023							Aaron Dahlen	No						2023
Pending	Border States, Allen Bradley Micro 80X	(04/21/2023)		2023							Aaron Dahlen	No						2023
Pending	Amico TA Silent Compressor	(04/21/2023)		2023							Christine Fontaine	No						2023
Pending	Baileigh RBD-250	(04/21/2023)		2023						Welding	Joel Ziegler	No						2023
Pending	Limited Manikin	(04/21/2023)		2023							Christina Fontaine	No						2023
Pending	Emergency Crash Cart 1			2023	P0366189	\$1,595.00			Reallocated Basic			No						2023
Pending	Emergency Crash Cart 2			2023	P0366189	\$1,595.00			Reallocated Basic		Heather Koland	No						2023
Pending	GS Go - Sim Center			2023	P0366246	\$1,289.00			Reallocated Basic		Heather Koland	No						2023
Pending	Sim Center - GlideScope Core™ 15 Premium Configuration wit			2023	P0366246	\$6,600.00			Reallocated Basic		Heather Koland	Yes						2023
Pending	GlideScope Supplies			2023	P0366246	\$707.00			Reallocated Basic		Heather Koland	No						2023
Pending	Industrial Welding Gear Ready Kits - PSEO use			2023	P0371359	\$4,502.90			Basic	Welding	Joel Ziegler	No						2023
Pending	Allen Bradley Programmable Logic Controllers with associated			2023	P0371871	\$2,456.59			Basic		Aaron Dahlen	No						2023
Pending	Telecom's experimeters kit			2023	P0372519	\$9,000.00			Reserve		Aaron Dahlen	Yes						2023
Pending	Purge Block and regulator			2023	P0372449	\$10,000.00			Basic		Brian Suckow	Yes						2023
Pending	Electric Motors			2024	P0434720	\$4,527.32					Rick Simon	No						2024
Pending	Super Tory			2024	P0431845	\$54,441.00			Basic		Christina Foutaine	Yes						2024
Pending	SimVS Hospital Plus			2024	P0436042	\$7,995.00			Reserve		Heather Koland	Yes						2024
Pending	Fire House Capsules			2024	P0436875; P0436	\$42,000.00			Reserve		Chuck	Yes						2024
Pending	Sam simulation for RN			2024	P0436895	\$16,020.00			Reallocated B/R		Karl Koenig	Yes						2024
Pending	Philips 12 lead ECG machine			2024	Pcard Trans	\$4,475.00			Reallocated Reserve		Heather Koland	No						2024
Pending	ABUNDANT180 LLC ATTN MARK HARRIS (CONE Lab)			2024	PO436779	\$4,527.32			100% Basic		Nichole Sullivan	No						2024
Pending	iSimulate Hardware and Tablets			2025	PO-000037008	\$13,351			100% Basic		Lisa Anderson	Yes						2025
Pending	Bassinet			2025	PO-000037009	\$3,532			100% Basic		Heather Koland	No						2025
Pending	CPR adult/infant Manikins and AEDS			2025	PO-000039028	\$16,490			100% Basic		Nichole Sullivan	Yes						2025
Pending	AirSim Combo X - 4 Units			2025	PO-000037008	\$15,332			100% Basic		Nichole Sullivan	Yes						2025
Pending	Prestan CPR manikins and AED trainers			2025	PO-000037007	\$5,095			100% Basic		Nichole Sullivan	Yes						2025
Pending	EZ IO drill; SAM IO			2025	PO-000037006	\$1,320			100% Basic		Heather Koland	No						2025
Pending	Stryker Prime Stretcher			2025		\$3,798			100% Basic		Nichole Sullivan	No						2025
Pending	IV Injection training arm			2025	PO-000037008	\$3,588			100% Basic		Nichole Sullivan	No						2025
Pending	Pediatric IO Leg			2025	PO-000037008	\$475			100% Basic		Nichole Sullivan	No						2025
Pending	Pneumothorax trainer			2025	PO-000037008	\$1,649			100% Basic		Nichole Sullivan	No						2025
Pending	3b birthing simulator Pro			2025	PO-000037008	\$1,807			100% Basic		Heather Koland	No						2025
Pending	Pulm-One PFT Machine			2025	PO-000035004	\$30,071			100% Reserve		ADawn Nelson	Yes						2025
Pending	Cattle VR Headsets			2025	EXP-000075442	\$1,177			100% Reserve		Heather Koland	No						2025
Pending	Fire Cascade System			2025	REQ-000041095	\$42,151			100% Reserve			Yes						2025







## STATEMENT OF ASSURANCES & CERTIFICATIONS


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

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Pine-to-Prairie

College:	<u>Northland Community + Technical College</u>
College President's Name (Print):	<u>Shari L. Olson</u>
	<u>4/30/25</u>
Signature	Date
email:	<u>shari.olson@northlandcollege.edu</u>
Phone:	<u>218-683-8665</u>

District Name:	_____
District Number/Type:	_____
Superintendent's Name – (Print):	_____
Signature	Date
email:	_____
Phone:	_____

*(Duplicate as needed)*



## STATEMENT OF ASSURANCES & CERTIFICATIONS

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1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V)*, and all applicable federal and state rules and regulations, including timely reporting of fiscal and programmatic data.
2. The eligible sub-recipient will comply with all requirements imposed by the grantor agency concerning special legal requirements, program requirements, and other administrative requirements including the completion of Personnel Activity Reports.
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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.
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9. The eligible sub-recipient shall comply with the minimum wage and maximum hour provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of state and local governments.
10. The eligible sub-recipient shall establish safeguards to prohibit employees from using their positions for a purpose that is, or gives the appearance of being, motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. The eligible sub-recipient shall give the grantor agency or the Comptroller General through any responsible authority access and the right to examine all records, books, papers, or documents related to the awarding of these funds.
12. The eligible sub-recipient shall comply with all requirements imposed by the grantor agency concerning program size, scope and quality.
13. The consortium district and college administration assure that programs of study serving all populations of learners have been designed according to the process and that requirements have been documented.

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>PINE TO PRAIRIE</u>	
District Number/Type: <u>0985-51</u>	
Superintendent's Name – (Print): <u>THOMAS LEUTNER</u>	
Signature  _____	Date <u>3-26-2025</u>
email: <u>pine.prairie.coop@gvtel.com</u>	
Phone: <u>218-253-4393</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>ADA-Bonup WEST</u>	
District Number/Type: <u>2910 -01</u>	
Superintendent's Name – (Print): <u>AAron COOK</u>	
Signature  _____	Date <u>4-9-25</u>
email: <u>a.cook@ada.k12.mn.us</u>	
Phone: <u>218-784-5300</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Badger Independent School District #676</u>	
District Number/Type: <u>0676-01</u>	
Superintendent's Name -- (Print): <u>Daniel Carpenter</u>	
	<u>3/26/2025</u>
Signature _____	Date _____
email: <u>dcarpenter@badger.k12.mn.us</u>	
Phone: <u>218-528-3201</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>BAGLEY PUBLIC SCHOOLS</u>	
District Number/Type: <u>162</u>	
Superintendent's Name ~ (Print): <u>ERICH HEISE</u>	
<u>E. Heise</u>	<u>3-26-25</u>
Signature _____	Date _____
email: <u>eheise@bagley.k12.mn.us</u>	
Phone: <u>218-694-6184</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Clearbrook-Gonvick School</u>	
District Number/Type: <u>#2311</u>	
Superintendent's Name -- (Print): <u>Ryan Grow</u>	
Signature <u></u>	Date <u>3/24/25</u>
email: <u>rgrow@clearbrook-gonvick.k12.mn.us</u>	
Phone: <u>(218) 776-3112 x. 106</u>	

(Duplicate as needed)



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature

Date

email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: Climax Kelly School District

District Number/Type: 592

Superintendent's Name - (Print): Dan Dalchow



3-26-25

Signature

Date

email: ddalchow@ISD592.org

Phone: 218-857-2395

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Crookston</u>	
District Number/Type: <u>593</u>	
Superintendent's Name - (Print): <u>Randal Bergquist</u>	
Signature <u>Randal Bergquist</u>	Date <u>3/26/25</u>
email: <u>randal.bergquist@isc1593.org</u>	
Phone: <u>320-287-1755</u>	

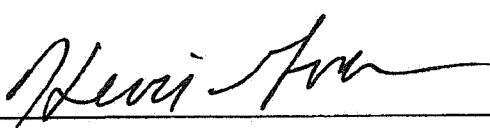
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>East Grand Forks Public Schools</u>	
District Number/Type: <u>0595-01</u>	
Superintendent's Name -- (Print): <u>Kevin Grover</u>	
	<u>03-26-25</u>
Signature	Date
email: <u>kgrover@egf.k12.mn.us</u>	
Phone: <u>218-793-7880</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Fertile - Beltrami</u>	
District Number/Type: <u>0599</u>	
Superintendent's Name -- (Print): <u>Brian Clarke</u>	
Signature  _____	Date <u>3-27-25</u>
email: <u>bclarke@isd599.org</u>	
Phone: <u>218-945-6883</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Fisher Public School ISD#600</u>	
District Number/Type: <u>ISD#600</u>	
Superintendent's Name - (Print): <u>Evan Hanson</u>	
<u>Evan Hanson</u> Signature	<u>3/25/25</u> Date
email: <u>hansone@fisher.k12.mn.us</u>	
Phone: <u>(218) 891-4105</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Fosston Public Schools</u>	
District Number/Type: <u>#601</u>	
Superintendent's Name – (Print): <u>Todd Selk</u>	
Signature <u>Todd Selk</u>	Date <u>3-31-25</u>
email: <u>tselke@isd601.org</u>	
Phone: <u>218-435-6335</u>	

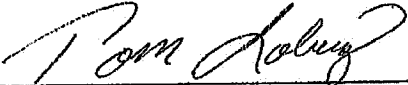
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <b>Goodridge School District</b>	
District Number/Type: <b>ISD 561-01</b>	
Superintendent's Name -- (Print): <b>Tom Loberg</b>	
	<b>3/26/25</b>
Signature _____	Date _____
email: <b>tomas.loberg@goodridgeisd561.org</b>	
Phone: <b>218-378-4134</b>	

(Duplicate as needed)

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

**ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Greenbush - Middle River</u>	
District Number/Type: <u>2683</u>	
Superintendent's Name -- (Print): <u>Kevin McKeever</u>	
 <u>Kevin McKeever</u> <u>3-27-25</u>	
Signature _____	Date _____
email: <u>Kmckeever@greenbush.k12.mn.us</u>	
Phone: <u>218-782-2231</u>	

(Duplicate as needed)



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

**ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Grygla Public School</u>	
District Number/Type: <u>447</u>	
Superintendent's Name - (Print): <u>Derek Gieseke</u>	
Signature <u>[Signature]</u>	Date <u>3-26-25</u>
email: <u>dgieseke@grygla.k12-mn.us</u>	
Phone: <u>218 280 8776</u>	


(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>KITTSON CENTRAL SCHOOL DISTRICT</u>	
District Number/Type: <u>2171-01</u>	
Superintendent's Name -- (Print): <u>WADE JOHNSON</u>	
	
Signature _____	Date <u>3-26-2025</u>
email: <u>wjohnson@kittson.k12.mn.us</u>	
Phone: <u>218-843-3682</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Lancaster School</u>	
District Number/Type: <u>0356</u>	
Superintendent's Name -- (Print): <u>Nicole Thompson</u>	
<u>Nicole Thompson</u>	<u>3/26/25</u>
Signature	Date
email: <u>nthompson@lancaster.k12.mn.us</u>	
Phone: <u>218-762-5400</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Mahnomen Public Schools</u>	
District Number/Type: <u>0432-01</u>	
Superintendent's Name - (Print): <u>Jeff Bisek</u>	
Signature <u>Jeff Bisek</u>	Date <u>3/26/2025</u>
email: <u>jeff.bisek@Mahnomen.k12.MN.us</u>	
Phone: <u>218-935-2211</u>	

(Duplicate as needed)

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>MARSHALL COUNTY CENTRAL</u>	
District Number/Type: <u>441-01</u>	
Superintendent's Name - (Print): <u>JEFF JOND</u>	
Signature <u>Jeff Jond</u>	Date <u>4/9/2025</u>
email: <u>jond@mccfreere.org</u>	
Phone: <u>218-874-7225</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Norman County East</u>	
District Number/Type: <u>2215 - 01</u>	
Superintendent's Name - (Print): <u>ROB WUDILL</u>	
Signature <u>Rob Wudill</u>	Date <u>3-26-25</u>
email: <u>rob@nce.k12.mn.us</u>	
Phone: <u>218-584-5151</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Red Lake County Central</u>	
District Number/Type: <u>2906-01</u>	
Superintendent's Name - (Print): <u>Jim Guetter</u>	
Signature <u>Jim Guetter</u>	Date <u>3/26/25</u>
email: <u>rlcc and rlf supt@jvtel.com</u>	
Phone: <u>218-796-5136</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED;

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Red Lake Falls ISD 630</u>	
District Number/Type: <u>0630-01</u>	
Superintendent's Name -- (Print): <u>Jim Guetter</u>	
Signature <u>Jim Guetter</u>	Date <u>3/26/25</u>
email: <u>Nccandrlfsupt@gvtel.com</u>	
Phone: <u>218-253-2139</u>	

(Duplicate as needed)



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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>ROSEAU School District</u>	
District Number/Type: <u>0682-01</u>	
Superintendent's Name - (Print): <u>Thomas A. Jerome</u>	
Signature <u>TL a. J.</u>	Date <u>3.26.25</u>
email: <u>tom_jerome@roseauschool.org</u>	
Phone: <u>218 463 1471</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>St. Louis - Annapolis Central</u>	
District Number/Type: <u>2856</u>	
Superintendent's Name -- (Print): <u>Drew Kono</u>	
Signature <u>Drew Kono</u>	Date <u>3/26/15</u>
email: <u>dkono@sc.c.k12.mn.us</u>	
Phone: <u>218 478 3314</u>	

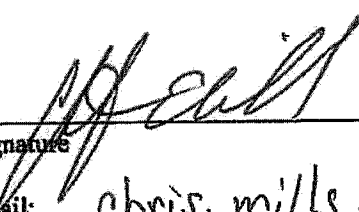
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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Thief River Falls Public Schools</u>	
District Number/Type: <u>564-01</u>	
Superintendent's Name - (Print): <u>Chris Mills</u>	
Signature <u></u>	Date <u>3-27-25</u>
email: <u>chris.mills@myprowler.org</u>	
Phone: <u>218-681-8711</u>	

(Duplicate as needed)

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**ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:**

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Tri-County</u>	
District Number/Type: <u>2358</u>	
Superintendent's Name -- (Print): <u>Kevin McKeever</u>	
 <u>Kevin McKeever</u> <u>3-27-25</u>	
Signature _____	Date _____
email: <u>MCKKEV@TRICOUNTY-K12.MN.US</u>	
Phone: <u>218-436-2261</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Warren - Alvarado - Oslo</u>	
District Number/Type: <u>150 2176</u>	
Superintendent's Name - (Print): <u>Bryan J. Heckberth</u>	
Signature <u>Bryan J. Heckberth</u>	Date <u>7-26-25</u>
email: _____	
Phone: <u>218-745-5393</u>	

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

College: \_\_\_\_\_

College President's Name (Print): \_\_\_\_\_

Signature

Date

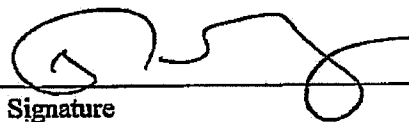
email: \_\_\_\_\_

Phone: \_\_\_\_\_

District Name: WARROAD ISD #690

District Number/Type: 690

Superintendent's Name - (Print): SHAWN W. YATES



Signature

3/26/25

Date

email: shawn-yates@warroadschools.org

Phone: 218-386-6066

(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>Waubesa - Osage - White Earth ISD #435</u>	
District Number/Type: <u>435</u>	
Superintendent's Name - (Print): <u>Jordan Spaeth</u>	
Signature <u>Jordan Spaeth</u>	Date <u>3-26-25</u>
email: <u>jspaeth@waubesa.k12.mn.us</u>	
Phone: <u>218-473-6108</u>	


(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: PINE TO PRAIRIE / NORTHLAND

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

District Name: <u>WIN-E-MAC</u>	
District Number/Type: <u>2609-01</u>	
Superintendent's Name - (Print): <u>ARON COOK</u>	
Signature  _____	Date <u>4-9-25</u>
email: <u>a.cook@win-schools.org</u>	
Phone: <u>218-563-2200</u>	

(Duplicate as needed)