



## **Itasca Consortium**

Prepared by Itasca County Consortium  
for Minnesota State FY21-22 Second-Year Update Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V)

**Submitted by Jane Shade**

**Submitted on 06/29/2021 8:22 AM Central Standard Time**

## Opportunity Details

### Opportunity Information

#### Title

FY21-22 Second-Year Update Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

#### Description

APPLICATION OPENS MARCH 15, 2021.

The Perkins V Grant for Career and Technical Education provides funds for approved Career and Technical Education (CTE) programs. In Minnesota, funds are distributed on the basis of state-approved career and technical education programs and appropriate teacher licensure. Programs are administered under Minnesota Rules Chapter 3505 and the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

The Minnesota Department of Education (MDE) approves Career and Technical Education Programs (CTE) that meet teacher licensing and other criteria. These programs are eligible to access federal Perkins V funds. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

#### Category Explanation

Second-Year application.

#### Opportunity Manager

Jeralyn Jargo

#### Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/e4279467-db28-4225-924a-19d211999fe0>

#### Is Published

Yes

### Submission Information

#### Submission Window

Opens 03/15/2021 8:00 AM

### Eligibility Information

#### Eligibility Type

Public

#### Additional Eligibility Information

Pursuant to Section 134 of the Perkins V Act, to receive funds under Perkins V, a consortium must develop and submit an annual, unified, local secondary/postsecondary Perkins application and budget. The application must address secondary and postsecondary Career and Technical Education programming. The approved local application—with statement of assurance signatures—serves as the consortium's formal application for receiving Perkins funding.

### Additional Information

#### Additional Information URL

<https://minnstate.edu/system/cte/perkins-local-application/index.html>

#### Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our website.

## Project Information

### Application Information

Application Name

Itasca Consortium

Award Requested

\$221,337.55

Total Award Budget

\$221,337.55

### Primary Contact Information

Name

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## **Project Description**

### **Consortium Membership List**

#### **Consortium Membership List**

If there are changes to your consortium membership, list them here; if not, type "No Change."

No Change

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

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

### **CLNA**

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes to the previous CLNA completed in 2020. The new CLNA will be a joint venture and submitted as the True North Stars. Funds for transportation and subs were budgeted in consortium governance narrative.

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 2: Programs of Study (POS)

### POS

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

Narrative 2 POS – No changes to the program of study still the same 7 as in the original narrative. These will change for FY23 as we complete the CLNA with Hibbing and East Range and identify as a region what are the POS needed.

**I have reviewed the spreadsheet attachment, and at present, this appears to be correct. However, this may change as a result of the CLNA that True North Stars intend to employ in FY22 and the assessment of the priority programs of study for the True North Stars Consortium.**

For FY22 the POS focus areas will include:

- Develop planning groups in career fields to work towards developing new POS with Hibbing and East Range
- Providing professional development for our faculty and consortium leaders (workshops, conferences, trainings, CTE related field trips)
- Providing equipment necessary to meet industry standards
- Educate teachers, administrators, and industry leaders on how to become CTE certified
- Delivering experiences for students to explore CTE through field trips, middle school career exploration, college visit, and industry partner tours
- Market and outreach through experiences for students to explore CTE career fields
- Development of new courses to grow programs of study--more information below.
- Recruitment of qualified teachers, and support opportunities for new CTE licensures
- Expand upon the new synergy between Perkins, Career Pathways, and ALI--more information below
- Collaboration on advisory boards and move towards regional efforts
- Continue promoting our POS through clubs, events, activities, competitions within our secondary schools (FY22 no changes on supporting Supermilage at Hill City and Remer, FFA at Greenway, Deer River and Grand Rapids, BPA at Grand Rapids. However, there is a new business club at Greenway; more information below.

#### Further detailed information:

#### Collaboration between Perkins/Career Pathways/ALI

Expanding on collaboration with Career Pathways and ALI that was written in FY21. In FY21 focused on mapping out program initiatives and goals for all 3 programs (Perkins, Career Pathways (IRRB and Blandin Grants), and ALI. From here we could see opportunities for collaboration where different programs support the same work, and also discovered individual areas of focus where the other programs don't support. In FY22 we will use this information to communicate to districts where best to leverage funds and how programs work together and separate. We will also streamline processes to eliminate redundancies and make program collaboration more efficient.

#### For FY22 Perkins/Career Pathways/ALI plan to work jointly on several initiatives:

- career exploration activities of field trips and college visits
- recruitment of new teachers focusing on professional development and mentorship from current sector teachers
- work-based learning
- larger equipment purchases where the different programs jointly fund needed industry equipment.
- advisory boards--growing and strengthening business and industry partnerships.
- CTE licensure process, as this is a barrier all 3 programs have identified.

#### New Courses in IASC

For FY22 19 new shared courses (including 6 new internship courses), now offered between all 8 high schools. These are courses that have been taught in previous years but are now offered to other districts. They are not new courses for the hosting district, but now are new opportunities for other districts. This is a growth from 5 in FY21 to 19 in FY22. Students can now have opportunities to take these courses no matter what district they are in via telepresence or attending in person.

1. Fabrication and Design - Manufacturing Business
2. Intro to Manufacturing
3. Healthcare Careers Exploration

4. CIS Introduction to Healthcare Core Concepts
5. CIS Medical Terminology
6. Nursing Assistant
7. Business Careers Exploration
8. Marketing and Promotions
9. Intro to Agricultural Science
10. Intro to Natural Resources
11. Woodland Stewardship
12. CIS into to teaching
13. CIS Class Act Seminar II

#### 6 new Career Internship courses

1. Business and marketing internship
2. Healthcare internship
3. Construction internship--working on a risk management process that includes age restrictions, and exploring WBL options that can happen at school.
4. Education internship
5. Natural resources and agriculture internship
6. Hire Me! Seminar (a prerequisite to internship)

#### **New Student Organizations**

The Greenway Business teacher has been diligently working hard to grow enrollment and engagement in her business pathway. From her Advanced Business students, they have decided to form a Greenway Raiders business club. This group will meet with local businesses to learn about them and then complete a project-based learning activity with them. These projects and visits to the local businesses will provide realistic hands-on business experiences, allow for career exploration by seeing businesses first hand, and offer the opportunity to work with and learn from business leaders.

#### **Totals by Program of Study Secondary**

##### **Natural Resources** Total \$13,734.00

- Deer River \$2000 student org
- Grand Rapids \$6734 student org
- Greenway \$1800 student org, \$800 middle school ag exploration, \$2400 professional development

##### **Transportation** Total \$ 9,750.00

- Hill City \$250 student org, \$6500 equipment
- Grand Rapids \$3000 equipment

##### **Engineering** Total \$2,390.00

- Remer \$1640 student org, \$750 equipment

##### **Manufacturing** Total \$12,186.59

- Grand Rapids \$800 field trips, \$400 middle school career exploration
- Consortium wide \$4000 cohort CTE licensure, professional dev. \$436.59
- Deer River \$550 professional development
- Floodwood \$6000 equipment

##### **Print tech**Total \$2,849.00

- Grand Rapids \$2849 software

**Construction** Total \$9,610.00

- Greenway \$800 field trips, \$2560 professional development
- Nashwauk-Keewatin \$250 business partnership
- Floodwood \$6000 equipment

**Business/Admin Support** Total \$14,269.00

- Grand Rapids \$7175 student org, \$400 middle school career exploration, \$1249 software
- Greenway \$2000 student org, \$640 field trips, \$420 middle school career exploration, \$2385 professional development

**Totals by Program of Study Post Secondary**

**Healthcare/Nursing Total**

- CLA position (transitioned from 100% Perkins funding down to 50% Perkins funding) total for CLA \$12,000
- Professional Development \$2011.91

**Engineering**

- STEM Outreach Specialist \$30,000

**Natural Resources**

- CLA position (transitioned from 100% Perkins funding down to 50% Perkins funding) total for CLA \$13,750.50
- Women in Natural Resources Event \$4000
- Professional Development \$742

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*



### **Narrative 3: Workforce Innovation Opportunity Act (WIOA) and other workforce agencies**

#### **WIOA**

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

We are expanding our relationship with the area Career Force Center/NEMOJT in the area of virtual business and industry tours that will be used across northeast Minnesota. We are collaborating on videos that will highlight the countless career options available across the region in multiple pathways on the Minnesota Career Wheel.

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 4: Integrated Academic and Technical Skills (IATS)

### IATS

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

No changes.

**There is no funding budgeted for Narrative 4, and funds for activities are in narrative 2. We are continuing with initiatives identified in FY21 grant.**

- **Providing professional development for CTE Licensed teachers – in order to improve academic and technical skills for students we first need to make sure our educators have the necessary tools.**
- **Providing industry-standard equipment**
- **Combining advisory boards so that everyone is in the same room hearing the same message. This will lead to more collaboration on ways to align programs.**
- **Providing students work-based learning opportunities**
- **Providing students TSA's--Future true north star consortium will be reviewing and aligning all technical skill activities TSA during FY22 in preparation for a full merger.**

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 5: Special Populations (SP)

### SP

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

The True North Stars will continue to collaborate on identifying special population subgroups throughout our region that need to be exposed to the incredible CTE opportunities and options in our area and throughout the state. The True North Stars attended an individual strategy planning session w/ consultant Rose Chue and state employee Eva Scates-Winston to talk through opportunities to weave DEI into the creation of our merger. One recommendation Rose had was to develop a couple of core philosophy statements and questions that we hold true and refer back to constantly while we work on different initiatives of our merger such as a governance board, programs of study, and standard opportunity procedures. This will keep bringing back to focus DEI work and how it is not a separate project, but work that we live out in all parts of the merger.

**One special population that has been identified in all three consortiums is to focus on Women in the Trades through the Empower program at HCC and Mesabi. This work will also be accomplished through the new STEM Outreach Specialist at ICC—reference in narrative 11. The Empower program goal is to support women interested in non-traditional careers like law enforcement, engineering, electrical maintenance, IT, Heating and cooling, manufacturing, construction automotive, diesel mechanics. Expansion of the current EMPOWER Program to campuses across the Northeastern Higher Education District (NHED). (Mesabi Range expansion is being piloted during the 20-21 and 21-22 academic years. Expansion to additional campuses is targeted for the 22-23 academic year.**

**The True North Stars will be working in FY22 on special populations using the *Reflective Approach to Equity in CTE*- this was the model the state presented and trained consortium leaders in fall of 2020**

- **Gather Data- Merge all three consortia data into one set**
- **Identification of two special populations to focus on- analyze data**
- **Selection of evidence-based strategies- consortium will research and identify strategies**
- **Action Planning-Develop an action plan for the fiscal year, we will also host focus groups to review data, and discuss root causes**
- **Gather more data- Evaluate progress by reviewing data – FY23-24**

In FY22 Perkins will also work with the Career Pathways program and the Blandin Foundation, whose new CEO is rooted in racial equity and Native community development. ICC will transition back to an in-person Women in Natural Resources event from our virtual series this past year. They will reinvigorate Women in Engineering and Males in Nursing initiatives through activities such as field trips, themed outside-of-school events, and opportunities to connect with these genders in the workforce. Representation matters, the more students see CTE workers who look like them the easier it is to envision that future career for themselves.

The CLA funding, which was originally funded at 100% Perkins, decreased to 50%. The other 50% has moved to the general operating budget. This will continue to decrease until fully transitioned off of Perkins funding.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Narrative 6: Work-based Learning (WBL)

### WBL

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

In our CLNA (Element #3) one of the weaknesses identified was needing to create more work-based learning (WBL) opportunities. The first step in order to do so is having teachers get their WBL certificate. Several of our teachers have received a special permission to teach without the certificate, but now are ready to complete the certificate. Two of our teachers will be working in the late summer/early fall on their WBL endorsement. Joe Gabardi from Nashwauk-Keewatin who teaches industrial education and Allison Butterfield from Greenway who teaches healthcare classes. Having these two teachers licensed will allow us to grow internship courses. We will also work with teachers in other sectors to ensure they have WBL credentials or special permission. **During the continuous development of WBL we will connect to learn best practices and options with Erin Larson.**

In the past 2 school years, we have continued to grow our Manufacturing Internship Program. This program has been systematized and gained best practices along the way that we can now apply to other internship programs. Due to covid, we have not been able to offer healthcare internships but we hope this will change for spring 2022. We will also be adding consortium-wide/shared programming for Education, Natural Resources, and Business/Marketing internship experiences for our seniors in the spring of 2022.

These internship experiences offer hands-on real work experiences with businesses in our area. This allows students to explore different parts of a career field and take what they have learned in their coursework and apply it to real-work experiences. This also better prepares them for moving on to a certificate program, college, or into industry.

Part of the internship is 1-2 sessions per week in the classroom led by the WBL teacher, while the other days are spent out at the job site. The internship session is a time where the instructor can check-in and learn about the student's experience, provide training such as OSHA-10 for manufacturing/construction internships, and Basic Life Saving (BLS) certification or Cardiopulmonary Resuscitation certification (CPR) for healthcare internships, and the student can reflect and continue learning.

The instructor also monitors the job site by checking in weekly or biweekly with the student and the internship supervisor. Besides a site supervisor, the student will have a mentor that they will work with during the internship experience and learn from that person's career in addition to their supervisor. This offers another layer of support and learning.

This next year we hope to continue to grow manufacturing internships by offering more opportunities for students to intern. We will also be spending a significant amount of time this year building relationships with local businesses, onboarding them to the program in order to host interns in spring 2022. We have great contacts with businesses that are already on Advisory Committees with the local school and partner with students on other WBL projects such as coming in to speak to a class, providing tours, or allowing students to job shadow. In addition, we have connections with local chambers, workforce centers, economic development agencies, nonprofits, and other referrals that will be able to make a contact and an easy ask. By having an industry partner index, it will allow us to place interns at different job sites in different areas and match students to their areas of interest.

In addition to offering WBL at all our IASC high schools, at Grand Rapids High School we have a teacher who works with special education and has a WBL license. We will be allocating funds to support her program through professional development, field trips, and industry partnership tours.

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 7: Early College (EC)

### EC

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

#### No Changes

With the change of Perkins V, each district identified career exploration for middle school/Jr. High as a high priority. They felt it was important to foster an interest in CTE in middle school grades to help strengthen CTE programs in high schools by creating hands-on learning activities to explore high school pathways/courses and real-world career options. These early CTE activities will also be a joint collaboration between Career Pathways, Upward Bound/Trio, district high school CTE teachers, local businesses and Perkins.

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 8: Support to Professionals (STP)

### STP

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

In Element #4 of the CLNA; improving recruitment, retention, and training of CTE professionals was identified as a great need. In FY22 Perkins will be working with hiring managers at the districts and at IASC to market in all CTE job descriptions the professional development allotment for all new CTE employees. These professional development funds are leveraged together by Perkins, NEXT Career Pathways, and ALL.

We will also highlight the culture of innovation, authentic collaboration, and support between the districts as a unique selling point for accepting a position in the consortium. Teachers are an integral piece of creating, developing, influencing, and growing the Career Pathway program for students to explore, experience, and excel in different CTE areas. The teacher experience is something we should highlight and use to recruit. We will start building relationships and share the Career Pathway teacher story to programs that graduate CTE teachers.

To encourage candidates to apply for our positions, we will draft in job descriptions the opportunity we provide to support teachers in obtaining CTE licensure. This is a new initiative explained in greater detail below.

#### **CTE licensure initiative:**

The True North Stars are collaborating on supporting secondary educators that are interested in pursuing or adding additional CTE licenses. The three consortia are identifying potential consultants to move this project forward. In the career field of Healthcare and Manufacturing, cohorts will be developed to work through the process to become CTE served in those areas through the portfolio process. We will be supporting these educators collectively to ensure there is no individual benefit. Advocating for teachers to become CTE certified was identified in the CLA element 4 strategy 1 and 2. The goal of this initiative is to end FY22 by having more CTE teachers licensed or having multiple/new licensures. Note: these funds are from a reserved budget as it is a new innovation.

We propose teachers attend:

international homebuilders, WBL through MDE, NAAE conference, CTE Works, ACTE, and other local and statewide professional development as pertains to CTE

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 9: Performance Gaps (PG)

### PG

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

**without knowing the data, we anticipate that our work will focus on Women in the trades through special populations with the partnership of Empower program and new STEM Outreach Specialist at ICC.**

**The empower program goal is to support women interested in non-traditional careers like law enforcement, engineering, electrical maintenance, IT, Heating and cooling, manufacturing, construction automotive, diesel mechanics. Expansion of the current EMPOWER Program to campuses across the Northeastern Higher Education District (NHED). (Mesabi Range expansion is being piloted during the 20-21 and 21-22 academic years. Expansion to additional campuses is targeted for the 22-23 academic year.**

- **Increased engagement and planning to sustain long-term partnerships with area K-12 schools, deepening a pipeline for young women moving into these industries as evidenced by increased recruitment from area high schools by 20% using Hibbing's 2019 data as a benchmark.**
- **Increased retention of female students in nontraditional programs by 20% from year to year.**
- **Increased post-graduation related employment (and therefore higher wages) for women in this cohort by 20%**
- **At ICC we will host women in engineering events to increase retention of women in the field of engineering. Data will be analyzed in the summer of FY23 to create a benchmark to set goals again for increasing retention. The STEM outreach specialist will also spend part of their time (non-Perkins funding time) supporting the lab work in engineering to support students in the rigorous lab work. Again, will be analyzed in the summer of FY23 to create a benchmark to set goals again for increasing retention**

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*

## Narrative 10: Consortium Governance

### Consortium Definition

In the Minnesota 4-year State Plan, a consortium is defined as having:

- Minimum of 1 school district and 1 postsecondary Minnesota State College
- Minimum of 6 programs of study
  - Of these 6 programs of study, a minimum of 4 career fields must be represented
  - All components of 3 of the 4 POS by career field must be provided within the consortium (In other words, only 1 of the 4 POS can be brokered)
- Greater than 1000 CTE participants at the secondary level (based on 2018 definitions and data) OR greater than 1800 FYE at the postsecondary level (based on 2018 definitions and data)

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

**Itasca Consortium Board** FY22 July 1, 2021-June 30, 2022

### True North Stars Consortium Board

- Anticipated start date January 3, 2022
- They will oversee the completion of CLNA work and the first two-year grant submission (FY23) as True North Stars Perkins Consortium

Some funds budget will be used for teacher transportation and subs for CLNA work

### Priorities for Merger

- **Establishing the new governance board (January 2022)**
- **Fiscal agent is established (Rockridge School District/Minnesota North College)**
- **Standard Operating Procedures (Fiscal and Audit Reporting)**
- **Combined Calendar**
- **Determine roles and responsibilities for the Governance Board**
- **Begin establishing coordinator roles and responsibilities**
- **Complete CLNA**

**We are uniquely poised to combine our three consortia into a highly functional tri-consortium. The data driving this decision was the fact that two of our three consortia fell below the 1,000 FTE threshold defined by the state.**

**There is funding budgeted to accomplish the priorities listed above.**

**We will become one fully functioning consortia with a bringing together of vested parties throughout the region to enhance the culture of CTE. This merger brings many challenges but more importantly, many great opportunities.**

*Please score the form as either 1-"complete," or 0-"not complete" (Reviewer Only)*



## Narrative 11: Reserve Funds (RF)

RF

**Section 112(c)—The State may award Reserve funds to consortia for career and technical education activities described in Section 135--**

**(1) in—**

- (A) rural areas;**
- (B) areas with high percentages of CTE concentrators or CTE participants;**
- (C) areas with high numbers of CTE concentrators or CTE participants; and**
- (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and**

**(2) in order to—**

**(A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or**

**(B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.**

If you're making budget requests under this narrative, explain them here in the space provided and describe which use of funds in section 135 of Perkins V supports each request. If the budget is unchanged from year one, enter "No change."

### **Secondary**

- Equipment and Professional Development/Student Organizations/Career Exploration FY22 spreadsheet attached

### **Totals by Program of Study Secondary**

**Natural Resources Total \$13,734.00—\$2400 of the total is from reserved.**

- Deer River \$2000 student org
- Grand Rapids \$6734 student org
- Greenway \$1800 student org, \$800 middle school ag exploration, \$2400 professional development

**Transportation Total \$ 9,750.00—\$9500 of the total is from reserved.**

- Hill City \$250 student org, \$6500 equipment
- Grand Rapids \$3000 equipment

**Engineering Total \$2,390.00 —\$750 of the total is from reserved.**

- Remer \$1640 student org, \$750 equipment

**Manufacturing Total \$12,186.59—\$10,550 of the total is from reserved.**

- Grand Rapids \$800 field trips, \$400 middle school career exploration
- Consortium wide \$4000 cohort CTE licensure, professional dev. \$436.59
- Deer River \$550 professional development
- Floodwood \$6000 equipment

**Print tech Total \$2,849.00—\$2,849 of the total is from reserved.**

- Grand Rapids \$2849 software

**Construction Total \$9,610.00 —\$8560 of the total is from reserved.**

- Greenway \$800 field trips, \$2560 professional development
- Nashwauk-Keewatin \$250 business partnership
- Floodwood \$6000 equipment

**Business/Admin Support Total \$14,269.00 —\$3,634 of the total is from reserved.**

- Grand Rapids \$7175 student org, \$400 middle school career exploration, \$1249 software
- Greenway \$2000 student org, \$640 field trips, \$420 middle school career exploration, \$2385 professional development

## Post Secondary

On the iron range of Minnesota, there is a long history of trade and technical careers. Through analyzing the workforce data and the CLNA, this trend is not going to change. Local businesses in construction, manufacturing, engineering, technician support, want to grow, but there are not enough skilled workers to grow their business and meet the needs of the community. On Minnesota State CAREERwise site, there are 33 STEM careers listed as high demand and high wage careers. Healthcare is also a local, state, and national industry need. Currently, 20% of all jobs in Itasca County are in the healthcare field, and in Minnesota, in the next 10 years, there will be 49,000 openings for registered nurses with an average wage of \$37.85.

Students need to be exposed and offered opportunities to explore these careers and be provided resources and high education programs to obtain them. To help support career awareness and exploration of career pathways, ICC is co-developing a position that bridges high school curriculum and college programs. It will focus on the retention of high school students into college programs to meet industry needs.

In the past, it has been identified there is a disconnect between high school students knowing about CTE programs in their current high school; and knowing about post-secondary CTE programs, and industry workforce needs. This is where the development of the STEM Outreach Position at ICC originated from; CLNA Element #2 strategy 4: Create awareness among all sectors to promote CTE. This position will provide the strategy and execution to all tactics in strategy 4: “promoting CTE programs at high school level”, “continuing to promote programs and events at ICC”, and become immersed in workforce and local business opportunities to be able to “communicate needs”.

The majority of this position will be focused on building relationships with high school students, meeting them where they are in their courses both CTE and non-CTE. There is a true opportunity to spread awareness by reaching out past CTE courses and partnering additionally with core requirements. The STEM Outreach Position will engage with current CTE programs, but also broaden awareness to students who may not know of CTE opportunities. They will work with high school instructors to co-create and lead hands-on learning activities and work-based learning projects that align with high school curriculum and spread awareness of ICC programs and workforce needs. We have received feedback from high school faculty about this position to start creating it. As we dive into the specifics and hands-on activities/project outcomes we are trying to achieve, we will collaborate further to look into the course curriculum to develop CTE projects that align with their course objectives and create excitement and interest in CTE careers and ICC programs. The current feedback we have received from teachers is that this position fills the need of sharing more resources, providing more opportunities, and focusing efforts on collaboration between higher education and secondary. We will continue to seek secondary’s valuable input as we identify hands-on opportunities, outreach, and retention activities for this staff member to implement. Secondary needs to be just as involved as post-secondary

for this position to succeed and really turn the dial on retention of students from high school to CTE programs at post-secondary.

Another need identified in the CLNA and written into our narrative is to provide non-traditional students access to CTE courses, programs, and opportunities. This STEM Outreach Specialist will co-lead activities at ICC such as Women in Natural Resources and Engineering and Males in nursing. They will also work to support districts with high populations of Native students. They will work with counselors, teachers, and community leaders to propel current work and provide support where needed. These are the local experts in working with Native students and we want to honor and acknowledge their work and be there to learn and support the work through tactics identified together.

During the process of scoping out this position, we were forward-thinking to the Perkins merger of the True North Stars and the merger of the five community colleges to Minnesota North College. While this position will start with Itasca's partnerships, it will grow into regional collaboration. Industry partners are looking towards education to provide opportunities to engage regionally to meet the workforce needs of the whole iron range, rather than engaging with each consortium separately. This position will share opportunities for high school students to continue their education at one of the different colleges that make the Minnesota North College. Itasca, Hibbing, and East Range have spoken about this new position and are in agreement to pilot this position that connects high school, post-secondary, and industry together at the ICC campus to learn if this structure can be replicated at different campus' or within different CTE areas as we identify programs of study through the next CLNA

While developing this position, we were keenly aware that the Perkins grant funding focused on only funding positions for several years and then transitioning off of the grant. We planned for this transition upon the conception of the position. This .8 position will be funded 57% Perkins for the first year 46% the second year, 25% the third year, and then transition off. The remaining funds for this position are supported by the college and ALI. We will also be seeking out other funding streams during year one.

Perkins 5.0 has identified career exploration, special populations, relationships between education and workforce, and retention of students from high school to CTE programs at post-secondary as high focus areas. This position will focus on, co-create, and execute the strategy. This position will make a difference in the lives of individual students by opening their eyes to possibilities, and also make a difference to the community by strengthening the future workforce to meet the needs of the community.

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Workforce Center Collaboration

Enter Workforce Center contributions for year two of the application.

Enter information into this table as it applies to your consortium. This table does not self-tabulate. Add totals from Postsecondary Total (line 3) and Secondary (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(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	2400
Postsecondary Subtotal	
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	2000
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	5000
Secondary Subtotal	
<b>TOTAL</b>	

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Perkins-Funded Positions

Enter changes to Perkins Funded Positions for year-two of the application. Upload position descriptions for added personnel. Explain changes in personnel funding under the appropriate narrative item.

### Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Jane Shade	Coordinator	Secondary/Postsecondary		70%	71000
Greta Crowe	CLA-Nursing	Postsecondary		50%	12000
Joline Leone	CLA- Natural Resources	Postsecondary		50%	13750
To Be Determined	STEM Outreach Specialist	Postsecondary		65%	30000

Attach all Position descriptions as .PDF documents prior to submitting this application

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

Position Description

AP3\_ICC\_Perkins

Position Description

Greta Crowe\_PD\_2021

Position Description

Joline Leone\_PD\_2021

Position Description

AP1 STEM Outreach--Job Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

Position Description

## Additional Documentation

### **Additional documentation may be uploaded here.**

Statements of Assurances (Attached as one large PDF file):

Deer River, Grand Rapids, Nashwauk-Keewatin SOA

Secondary Supplemental Budget:

Secondary-Supplemental-Budget-Amplifund-Worksheet FY21-22 Second-Year

Consortium Consolidated Equipment Inventory

Perkins Inventory Equipment List FY17-FY21- updated 5-3-2021

Additional Material

FY22ItascaEquipmentProfessionalDevelopmentFinal

Additional Material

Additional Material:

Additional Material:

Additional Material:

Additional Material:

Additional Material

Additional Material:

Additional Material:

*Please score the form as either 1-“complete,” or 0-“not complete” (Reviewer Only)*

## Budget

### Proposed Budget Summary

#### Expense Budget

	Grant Funded	Total Budgeted
<b>B) Narrative 2: Programs of Study</b>		
Post Secondary Non-Personnel	\$4,000.00	\$4,000.00
Secondary Non-Personnel	\$21,599.00	\$21,599.00
Secondary Non-Personnel	\$12,400.00	\$12,400.00
<b>Subtotal</b>	<b>\$37,999.00</b>	<b>\$37,999.00</b>
<b>E) Narrative 5: Special Populations</b>		
Post Secondary Personnel	\$25,750.00	\$25,750.00
<b>Subtotal</b>	<b>\$25,750.00</b>	<b>\$25,750.00</b>
<b>F) Narrative 6: Work-based Learning</b>		
Secondary Non-Personnel	\$1,605.17	\$1,605.17
<b>Subtotal</b>	<b>\$1,605.17</b>	<b>\$1,605.17</b>
<b>H) Narrative 8: Support to Professionals</b>		
Post Secondary Non Personnel	\$2,412.41	\$2,412.41
Secondary Non-Personnel	\$1,586.59	\$1,586.59
<b>Subtotal</b>	<b>\$3,999.00</b>	<b>\$3,999.00</b>
<b>J) Narrative 10: Consortium Governance</b>		
Post Secondary Personnel	\$36,500.00	\$36,500.00
Secondary Non-Personnel	\$3,500.00	\$3,500.00
Secondary Personnel	\$34,500.00	\$34,500.00
<b>Subtotal</b>	<b>\$74,500.00</b>	<b>\$74,500.00</b>
<b>K) Narrative 11: Reserve Funds</b>		
Post Secondary Non-Personnel	\$4,000.00	\$4,000.00
Post Secondary Non-Personnel	\$4,742.19	\$4,742.19
Post Secondary Personnel	\$30,000.00	\$30,000.00
Secondary Equipment	\$26,348.00	\$26,348.00
Secondary Non-Personnel	\$12,394.19	\$12,394.19
<b>Subtotal</b>	<b>\$77,484.38</b>	<b>\$77,484.38</b>
<b>Total Proposed Cost</b>	<b>\$221,337.55</b>	<b>\$221,337.55</b>



## Revenue Budget

Grant Funding	Grant Funded	Total Budgeted
Award Requested	\$221,337.55	\$221,337.55
<b>Subtotal</b>	<b>\$221,337.55</b>	<b>\$221,337.55</b>
<b>Total Proposed Revenue</b>	<b>\$221,337.55</b>	<b>\$221,337.55</b>

## Proposed Budget Detail

See attached spreadsheet.

## Proposed Budget Narrative

### B) Narrative 2: Programs of Study

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### Secondary Non-Personnel

Continue promoting our POS through clubs, events, activities, competitions within our secondary schools (FY22 no changes on supporting Supermilage at Hill City and Remer, FFA at Greenway, Deer River and Grand Rapids, BPA at Grand Rapids. However, there is a new business club at Greenway

#### Secondary Non-Personnel

Delivering experiences for students to explore Programs of Study through field trips, middle school career exploration, college visit, and industry partner tours

#### Post Secondary Non-Personnel

ICC Career Fair

### E) Narrative 5: Special Populations

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

#### Post Secondary Personnel

Both CLA positions at ICC were funded previously 100% by Perkins. for FY22 both CLA positions are 50% funded by Perkins and 50% funded by general budget.

### F) Narrative 6: Work-based Learning

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Non-Personnel

At Grand Rapids High School we have a teacher who works with special education and has a WBL license. We will be allocating funds to support her program through professional development, field trips and industry partnership tours.

### H) Narrative 8: Support to Professionals

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Non-Personnel

Secondary teachers and staff members attending CTE Works, Work Base Learning Summit and MTEEA

### Post Secondary Non Personnel

Nursing department professional development annual conference and coordinator professional development

### J) Narrative 10: Consortium Governance

Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Non-Personnel

Merger initiatives with True North Stars, governance board, regional meetings with teachers and industry summits

### Secondary Personnel

coordinator salary

### Post Secondary Personnel

Coordinator Salary

### K) Narrative 11: Reserve Funds

Reserve Funds: Create a budget line item for each of the following elements by copy/pasting each into the Name field. The 'Item Type' drop down may be left as is (Non-Personnel) for each individually created line item. a. Secondary Personnel (Salary and Benefits) b. Secondary Non-Personnel c. Secondary Equipment d. Secondary Admin (5% max) UFARS 895 e. Postsecondary Personnel (Salary and Benefits) f. Postsecondary Non-Personnel g. Postsecondary Equipment h. Postsecondary Admin (5% max)

### Secondary Equipment

See attached equipment list for FY22

**Secondary Non-Personnel**

see attachment of FY22 professional development

**Post Secondary Personnel**

New STEM Outreach Specialist position, see narrative for full description

**Post Secondary Non-Personnel**

Special Populations in Natural Resources Event

**Post Secondary Non-Personnel**

Merger work with Hibbing and Itasca, equipment and professional development to be determined as it relates to program of study.