Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025
Consortium Name:	Lake Superior
Total Award Budget:	$574,265.61

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.

Barnum Public Schools - ISD 91	
Carlton School District - ISD 93	
Cloquet Public Schools - ISD 94	
Cook County - ISD 166	
Cromwell-Wright - ISD 95	
Duluth Public Schools - ISD 709	
Esko Public Schools - ISD 99	
Fond du Lac Ojibwe	
Hermantown Community Schools - ISD 700	
McGregor - ISD 4	
Moose Lake Community School - ISD 97	
Proctor Public Schools - ISD 704	
Lake Superior School District - ISD 381	
Wrenshall Public Schools - ISD 100	
Lake Superior College	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

Narrative 2: Programs of Study (POS)

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

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

POS	Type	High Wage Y/N	High Skill Y/N	In Demand Y/N	Prior Year's # of Secondary Concentrators	Prior Year's # of Postsecondary Concentrators
Natural Resource Systems	Both	Y	Y	N	17	17
Restaurants and Food Beverage Services	Both	N	Y	Y	191	20
Construction	Both	Y	Y	Y	433	83
General Management - Accounting	Both	Y	Y	Y	200	17
Diagnostic Services	Funding	Y	Y	Y	35	48
Therapeutic Services	Both	Y	Y	Y	29	391
Manufacturing Production Process Development	Both	Y	Y	Y	173	11
Facility and Mobile Equipment Maintenance	Both	Y	Y	Y	34	48
Production	Both	Y	Y	Y	73	23

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

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

NEED A: Equipment	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 X	4 ☐	5 ☐

Integrating industry-standard equipment within secondary and postsecondary programs is essential for preparing students to meet the demands of the modern workforce. By utilizing equipment that mirrors what is used in real-world settings, students gain practical experience and develop relevant skills that directly translate to employment opportunities. Moreover, exposure to industry-standard equipment fosters a smoother transition from educational settings to professional environments, ensuring graduates are well-equipped to contribute effectively and innovate within their chosen fields.

According to our CLNA Secondary Student Survey, 34% report that classrooms, labs, and equipment are comparable to what they will find in college and/or the workplace, 41% provide technology that assists with learning simulations of work, and 54% report they are a pathway to work/college/ career after high school. 88% of CTE teachers reported that facilities, equipment, technology, and materials used in Career and Technical Education (CTE) programs reflect current workplace, industry, and/or occupational practices and requirements. This shows a gap in the perceived level of quality but also room for improvement in providing for the needs of our secondary programs that are comparable to post-secondary education and within the industry. ==Even though 88% of teachers reported that facilities, equipment, technology, and materials used in CTE programs reflect the current workplace, we need to continue to innovate and meet industry standards.==

According to our CLNA Postsecondary Student Survey, 64% of students indicated their program had up-to-date industry equipment, and 43% stated that their program had enough equipment for all students within the program, whereas 67% of administrators, faculty, and staff believe that the college's facilities, equipment, technology and materials reflect current workplace, industry, and/or occupational practices and requirements. Our data also states that 75% of postsecondary administrators, staff, and faculty reported that the college offers opportunities, time, and funding for professional development for instructors to stay current within their field. The data above indicates the need to continue evaluating the facilities, equipment, technology, and materials used within our classrooms, along with recruiting additional business and industry representatives to be a part of our advisory boards. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry.

2. Strategies to address need:

1. Purchase industry standard equipment to align CTE programs and prepare students for high-wage, high-skilled, in-demand careers.
   a. Funding in Narratives 2 & 11.

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

1. Equipment will be purchased by June 30, 2025.

NEED B: Gaps in Programs of Study	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 X	3 ☐	4 ☐	5 ☐

There is a gap in meeting the workforce demands in Healthcare. In Northeast Minnesota, an analysis of local labor market occupational gaps showed that Registered Nurses are the number one in-demand occupation. This is followed by many other related Healthcare occupations that all have a current demand indicator of five stars, such as

- Nursing Assistant/Aide and Patient Care Assistant/Aide,
- Licensed Practical Nurse,
- Allied Health and Medical Assisting Services
- Pharmacy
- Health Care Administration/Management
- Clinical Laboratory Science/Medical Technology/Technologist

In addition, the Health Science Technology field is predominantly female (77.6%) and white (93.8%), with gaps seen in the following special populations: Special Education, Economically Disadvantaged and Non-Traditional. Current enrollment at the secondary level where interest is established is insufficient. The consortium has a strong Health Science program at Lake Superior College and the secondary level within Duluth Public Schools. In the 2022-23 school year, there were 26 Participants and 52 Concentrators within secondary and 926 Participants and 441 Concentrators within postsecondary. A new program was recently established in Moose Lake, and a partnership between LSC and Proctor Public Schools was formed this year, so those numbers will increase for the current school year. However, work must be done to expand offerings to other schools and determine ways to bring these programs to special populations.

The Consortium has many strong programs in Trade and Industry, with 1,105 Participants and 1,036 Concentrators within secondary and 677 Participants and 333 Concentrators within post-secondary, yet keeping these programs up to date with industry-standard equipment is a challenge. The demand in the skilled trades is high, with many of these jobs requiring a high school diploma, apprenticeship, or two years of post-secondary education. According to the NE MN OID Education Alignment document, which used data from the sources listed below, many of these occupations pay a high wage, yet there is a gap in the number of available workers compared to job openings. Specific occupations in the skilled trades that have a Current Demand Indicator of 5 Stars include:

- Vehicle Maintenance and Repair Technologies
- Industrial Mechanics and Maintenance Technology/Technician
- Machine Tool Technology/Machinist
- Electrician
- Construction

In the Northeast, Hospitality & Tourism, Business, Management, and Administration, and Marketing, Sales, and Service clusters are expected to have the highest annual job demand by volume, mainly due to retirements and job changes. The number of business programs in the consortium and the number of students enrolled in these programs are strong, with 1,544 Participants and 868 Concentrators within secondary and 65 Participants and 30 Concentrators. However, the scaffolding of courses is often weak or missing, and the gap in the number of students that go on to post-secondary education in these fields is large.

NE MN OID Education Alignment sources: DEED Occupational Employment and Wages Statistics, DEED Occupations in Demand, DEED Graduate Employment Outcomes, DEED Employment Outlook, Minnesota State Longitudinal Education Data System, National Center for Education Statistics.
** Numbers in parentheses represent the median annual wage.

2. Strategies to address need:

1. Explore options for continuing and expanding partnerships between high schools and LSC in Health Science.
   a. No Funding Needed
2. Host Summer Camps at Lake Superior College to attract students from Special Populations into CTE careers.
   a. Funding in Narrative 2
3. Support Career and Technical Student Organizations (CTSO) and other CTE Leadership Organization
   a. Funding in Narrative 2
4. Support CTE Career Exploration Field Trips, Competitions, and High School Visits
   a. Funding in Narrative 2
5. Partner with NAWIC (National Association of Women in Construction)
   a. Funding in Narrative 10 - Salaries

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

1. In the 2024-25 school year, Proctor continues to partner, and at least one more school without a Health Science program partners with LSC to increase opportunities for students to be enrolled in an SR-POS.
2. Five Summer Camps will be held at LSC in June, 2025, with 100+ students participating
3. 13 Secondary CTSO/CTE Leadership Organizations and six Postsecondary CTSO/Student Leadership Organizations will provide students with career leadership and skill development.
4. 14 of the 16 districts will carry out career exploration activities for students.
5. 50% of the consortium districts will have someone from NAWIC present to their students.

NEED C: Marketing	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 X	4 ☐	5 ☐

38% of high school administrators stated that awareness of CTE programs was a possible barrier to student participation in CTE courses in the district. 81% of the administrators stated that partnering with local industry is an improvement the district is considering. The consortium must collaborate with school districts and industry partners to market CTE programs to students, parents, teachers, guidance counselors, administrators, and the community by promoting CTE programs and articulating the career pathway.

Our surveys indicate that 52% of postsecondary administrators, faculty, and staff do not believe that marketing materials are adequate to support the needs of their programs, whereas 48% believe they do meet the needs of the college. This is a 1% difference from the prior CLNA. Advisory boards also indicated the need for more outreach and marketing within our POS.

5. Strategies to address need:

1. Meet with school districts to present the Career Wheel Project and assist them in using the resources developed to build awareness and market the CTE programs in the district.
2. Promote CTE through the local media (newspaper, tv spots, social media) to engage the community around student successes and career opportunities.
   a. Funding in Narrative 10 - Salaries

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

1. Three new school districts will use the Career Wheel Project resources to market the CTE programs in the district through posters, brochures, and electronic media.
2. Five public media highlights throughout the year for secondary/postsecondary CTE Programs.

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.

        a. Lake Superior College is planning the development of an Intellectual Disabilities Program, aimed at providing comprehensive support and education for individuals with cognitive impairments. The program is a response to the growing need for specialized services as well as industry needs within the community. Based on our regional needs the program will develop a core set of skills with pathways branching out into Healthcare and/or Manufacturing.

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

a. Students, including members of special populations, will learn about CTE course offerings through a variety of avenues. School counselors and teachers will guide students towards suitable CTE pathways, considering individual interests, and any specific needs or accommodations required. Additionally, Marketing is a prioritized need in this narrative so that students, including members of special education, can learn about course offerings through visuals designed to lay out the pathway from secondary to postsecondary and career. Industry partnerships and postsecondary will provide career exploration opportunities for students to learn about a multitude of pathways within their region. LSC will continue to host a counselor breakfast to inform and update regional counselor's on course offerings and opportunities for all students.

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: Business and Industry Partnerships	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 X	3 ☐	4 ☐	5 ☐

Our survey results and industry boards have highlighted the critical importance and need for professional development. Industry boards are crucial in ensuring that educational standards remain relevant and effective. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry. Industry boards serve as bridges, connecting educators with valuable resources and expertise to enhance their teaching effectiveness and better prepare students for future careers.

All of our programs have some level of connection to business and industry, with some more than others. A common comment from business and industry is that they would like to see a stronger connection to CTE programs and a greater engagement of CTE students in the workforce. Teachers and administrators note the challenge of available time to build these connections and to guide existing and new relationships with community partners and volunteers to support specific career pathway work-based learning programs and services. 81% of the administrators reported they would like to increase partnerships with local industry. There is a need for coordination, leadership, and support for delivering WBL services within school districts and the Consortium as a whole. This includes student job shadows, internships, worksite tours, interactive speakers, career fairs and events, and teacher professional development.

2. Strategies to address need:

1. Build and guide existing and new relationships with community partners and volunteers to support specific career pathway programs and services.
    a. Funding in Narrative 9 - Salaries
2. Coordinate with Duluth Workforce and JET to carry out regional career events such as Construct Tomorrow, Tour of Manufacturing, and Discover Healthcare
    a. Funding in Narrative 3 - Transportation and Subs
3. Work with marketing firm and LSC's marketing department to develop Career Connections Website and Pathway Design and Development.
    a. Funding in Narrative 11

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

1. Foundation is laid for a sustainable and scalable career-connected system for employers and CTE programs.
2. All CTE programs have access to the regional career events, and 14 of the 16 schools in the Consortium participate in at least one event.
3. A Career Connections website will be developed and available for all Consortium schools by June 2026.

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.
        o The Consortium leadership is a member of many workforce committees and collaborates with workforce agencies in our region (Duluth Workforce, JET, and APEX) to plan, coordinate, and carry out three career exploration events: Construct Tomorrow, Tour of Manufacturing, and Discover Healthcare. We also sit on a number of other boards that support the development of coursework, activities, and strategic planning. These include advisory boards, the Emerging Workforce Board, YES Duluth, regional Healthcare committees, Manufacturing Sector Strategy Committee, as well as the NE Service Cooperative.
        o LSC offers space on the college's campus for our local CareerForce office. The staff that uses this space offers one-on-one guidance, training, networking, labor market information, and more. This is a great way for the college and workforce to connect and

partner on multiple workforce initiatives in order to meet the needs of all students, especially special populations who may not have access to this information and guidance.

b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
- o The Consortium works closely with the DEED Regional Analyst to provide information that aids in the decision-making process to the Consortium Board and Budget Committees. The analyst is also a guest speaker in many CTE classrooms within the Consortium to share information on high-skill, high-wage, or in-demand industry sectors or occupations with high school students.

c. Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- o As stated above, LSC offers space on the college's campus for our local CareerForce office. The staff that uses this space offers one-on-one guidance, training, networking, labor market information, and more. This is a great way for the college and workforce to connect and partner on multiple workforce initiatives in order to meet the needs of all students, especially special populations who may not have access to this information and guidance.
- o LSC also works with the ABE Specialist on campus to provide opportunities for students within the Pathways to College Success Program. Pathways to College Success is a collaboration between ISD 709: Duluth Public Schools/Adult Education (ABE) and Lake Superior College. It is a free program designed to assist students to successfully prepare and transition into college ready courses. Pathways to College Success is offered in reading, writing and math content.

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	$12,500
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	$2,400
3.	**Postsecondary Subtotal**	$14,900
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$15,000
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	$2,400
6.	**Secondary Subtotal**	$17,400
7.	**TOTAL**	$32,300

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: Math and Reading	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 ☐

Although the Consortium met the Performance Indicator goal, the trend over the last three years is concerning. Scores have been as follows:

	Reading	Math
● 2021:	54.41%	24.36%
● 2022:	57.27%	35.71%
● 2023:	47.93%	28.42%

There is also concern within some of the subgroups, such as females, Blacks, and American Indians in Math and Special Education and Economically Disadvantaged in both Reading and Math. There is much room for improvement here, and strategies must be explored. 35% of the CTE Teachers responded positively that opportunities to collaborate with other educators and additional resources to support students would be most helpful in raising scores in reading and math.

2. Strategies to address need:

1. Provide professional development for CTE teachers in building reading and math skills through CTE instruction.
   a. Funding in Narrative 8 - Professional Development
2. Provide professional development for Math teachers in connecting instruction to CTE and industry knowledge and skills
   a. Funding in Narrative 8 - Professional Development

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

1. Five CTE teachers will participate in either reading or math professional development.
2. Five Math teachers will participate in professional development to better understand how instruction can connect to CTE and industry.

4. Provide additional narrative to address the following:
   a. How will your consortium improve both the academic and technical skills of students in CTE programs?
      ● By strengthening the academic and career and technical components of such programs
      ● Through integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs

- To ensure learning in subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)

  - Our consortium members through their advisory boards will work closely with industry partners to make sure their curriculum aligns with current workforce demands, ensuring students are equipped with the most relevant technical skills. Additionally, our consortium will provide access to industry standard equipment, allowing students to gain hands-on experience in real-world scenarios. The consortium will also provide professional development and best practices but with local control over how academic and career and technical components are connected and carried out, each school district will determine how and if it will be implemented.

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: Special Population	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 X

75% of secondary administrators stated that class schedule constraints were a barrier to student participation in CTE courses. Other challenges related to CTE enrollment that were identified in the survey included a lack of district funding and resources (38% of respondents), awareness of CTE programs (38%), not enough students signing up for CTE classes (56%), lack of CTE staffing (50%), and at-home factors (25%). CTE instructors reported the following barriers: 90% class schedule constraints, 36% graduation requirements, and 45% lack of CTE Offerings. 37% of current CTE students report that other classes they want/need conflict with CTE classes, and 31% reported that some CTE programs are unavailable at the school.

Duluth Public School and the work of the Emerging Workforce Committee of the Duluth Workforce Board have found a major challenge: the number of required classes students need to take and the number of students needing to retake failed classes. Both situations limit the number of CTE courses students can fit into their schedule. Previously, students could take numerous CTE classes that would meet the state's graduation requirements. Due to changes in requirements at the state level, this number has dropped significantly, with only a few CTE courses remaining where this is possible. Duluth is also on a six-period school day, which further limits opportunities for enrollment in CTE classes.

The need to expand outreach activities was evident through our surveys, industry boards, and local workforce boards. We will continue collaborating with local after-school clubs such as - Boys and Girls Clubs, Valley Youth Centers, Neighborhood Youth, and the Family Freedom Center to offer hands-on career exploration events for students from underrepresented groups. There is a large need to expand these throughout the consortium.

The data from LSC's Fostering a Community of Inclusion Event provided data on the need to develop a program for those with intellectual disabilities (ID). Fewer than 3% of students with ID in the State of Minnesota have access to higher education opportunities. Approximately 1000 MN students with intellectual disabilities (ID) complete 12th grade each year. As such, about 5000 individuals with ID are typically college age (18-22 years old).

While many individuals with ID desire to continue their education in an inclusive postsecondary setting, only 90 spaces in a postsecondary setting are available for students with ID in Minnesota - none of which are classified as fully inclusive opportunities. Currently, three Minnesota colleges and universities are designated Comprehensive Transition and Postsecondary (CTP) Programs. Further, in Minnesota, 11% of people with intellectual and developmental disabilities

(I/DD) served by the state human services agency were in competitive integrated employment.

Student groups that were below the targets in most of the indicators include American Indian, Asian, Black, and Multi-Racial. Special Populations below the targets include Special Education, Economic Disadvantaged, and Non-Traditional. The groups with the largest population of students enrolled, which would most benefit from additional services/supports, include American Indian, Multi-racial, and Economic Disadvantaged. Some significant items to note include American Indian students, who were 30.59% below the target, and Non-Traditional students, who were 29.91% below the target in the 4-year graduation rate.

Within postsecondary, Non-traditional enrollment within Architecture & Construction, Health Science and Transportation, and Distribution & Logistics shows our largest gaps. Our data shows that within Architecture & Construction, the non-traditional rate is 5.62%. Within Health Science, it is 19.26%, and within Transportation, Distribution & Logistics, it is 1.47%.

2. Strategies to address need:

1. Assist school districts with scheduling CTE courses
    a. No Funding
2. Host Career Exploration Events at LSC to provide exposure to career opportunities to at-risk youth.
    a. Funding under Narrative 5
3. Hire CLA1 - Integrated Manufacturing
    a. Funding under Narrative 5
4. Hire CLA2 - PTA Military Bridge
    a. Funding under Narrative 5
5. Hire Instructor to develop a program for students with intellectual disabilities.
    a. Funding under Narrative 11

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

1. One school district will adjust its schedule/graduation requirements in the 2025-26 school year, allowing additional opportunities for enrollment in CTE courses. 2. Eight Career Exploration Events in three different Career Fields will be held at LSC during the 2024-25 school year, with 100 students participating ==to build awareness of career opportunities and pathways available within the region which will lead to increased enrollment at the postsecondary level.== 3. Integrated Manufacturing CLA will connect with each of our districts/Trades and Industry Teachers. 4. PTA Military Bridge CLA will increase the number of students taking the NPTE and program pass rates will meet or exceed 85%. 5. Program will be ready to present to AASC by June 30, 2024, with the goal of a FY26 state date.	

NEED B: Collaboration between districts and postsecondary to increase opportunities to access CTE	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 X
Only 25% of CTE teachers and 36% of the administrators in the Consortium reported collaboration with other local school districts as a strength. Collaboration between secondary districts is needed to enhance access to CTE opportunities for all students. By pooling resources and expertise by secondary and postsecondary, we can offer a wider range of specialized CTE programs catering to diverse student interests and career paths. Collaboration enables districts to share best practices, curriculum resources, and industry connections, ensuring that CTE offerings align with current workforce demands and industry standards. Additionally, joint efforts facilitate the development of seamless pathways for students, specifically those from special populations, to transition from secondary to postsecondary programs or directly into the workforce.					
2. Strategies to address need:					

1. Collaboration between Cloquet and Fond du Lac Ojibwe School to provide opportunities for American Indian students in CTE courses.
    a. No Funding Needed
2. Support a Partnership/Career Connections Coordinator to assist with collaboration.
    a. Funding in Narrative 11
3. Establish a website to provide school districts with access to career-connected activities in the region.
    a. Funding in Narrative 11					

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

1. Increase the number of students from FDL Ojibwe School enrolled in CTE courses at Cloquet High School by 10%.
    a. ==Funding in Narrative 10 - Salaries==
2. The Consortium will hire one new part-time staff member by September 1, 2024, to support districts in increasing their collaboration and connection to industry.
    a. Funding in Narrative 11
3. Career Connections website will be operational by January 15, 2025.
    a. Funding in Narrative 11					

4. Provide additional narrative to address the following:

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

      We will address the barriers to access and success for special populations within CTE programs by building partnerships with area organizations, employers, and educational institutions. By collaborating with community organizations, educational institutions, and employers, these partnerships can facilitate

targeted outreach efforts to underserved communities, ensuring equitable access to CTE opportunities.

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

We will prepare special populations for high-skill, high-wage, or in-demand occupations which will lead to self-sufficiency by providing WBL opportunities in both ACTE-SpEd and Diversified Program Approval areas, career exploration opportunities, industry-standard equipment, and professional development opportunities for our consortium programs.

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

We will be expanding dual enrollment opportunities for all our consortium schools. Many of our districts do not have the capacity to hire teachers within all of the career fields which does not provide many CTE options for students. Having dual enrollment options within multiple fields provide opportunities for students in traditional and non-traditional fields. This also allows CTE students to earn college credits while still in high school and can provide students with a head start on their education and facilitate their transition into non-traditional fields.

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

Our consortium schools, both secondary and postsecondary, will ensure members of special populations will not be discriminated against and will have equal access to CTE by adhering to policies and procedures set forth by MDE and MN State.
- MN State Policy
  - 1B.1 Equal Opportunity and Nondiscrimination in Employment and Education.
- MN Dept of Education - **U.S. Department of Education, Office for Civil Rights**
  - The U.S. Department of Education, Office for Civil Rights (OCR), is the federal agency charged with enforcing the following civil rights laws:
    - Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national

origin by recipients of federal financial assistance (34 C.F.R. Part 100).

- Title IX of the Education of 1972 prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance (34 C.F.R. Part 106).
- Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability by recipients of federal financial assistance (34 C.F.R. Part 104).
- Title II of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability by public entities (28 C.F.R. Part 35).

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: Expanded WBL Opportunities	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 ☐

The committee reviewed the WBL data on Secure Reports for the consortium as a whole and by school district. Although the SDLP goal was met with 8.2% actual performance, it resulted from enrollment in six Consortium schools. The other schools in the Consortium showed little or no opportunities for WBL. The sixth criterion for State-Recognized Programs of Study is that it "Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry." Although we met our goal on this performance indicator, our Waterline Report from MDE shows that two high schools within the Consortium had a high percentage (62.5% and 60%) of CTE concentrators graduating from high school having participated in work-based learning. Four had an average percentage (21.21%, 14.71%, 11.67%, 8.33%). The remaining schools were below 5%, with several at 0%. The gap between the schools within the Consortium schools is large. Survey data and meetings with industry partners showed a desire to expand WBL opportunities to grow the workforce. School District staff surveys and pathway meetings showed that students seek additional hands-on experience in Programs of Study. Assistance is needed in bridging the connection and helping with logistics to engage industry in WBL activities.

Industry boards, students, and teachers indicated that postsecondary work-based learning opportunities are essential for students as they bridge the gap between classroom knowledge and real-world application. These experiences provide invaluable hands-on training, allowing students to develop practical skills, gain industry insights, and cultivate professional networks.

2. Strategies to address need:

1. Support a Partnership/Career Connections Coordinator to assist with collaboration.
    a. Funding in Narrative 11
2. Establish a website to provide school districts with access to career-connected activities in the region.
    a. Funding in Narrative 3	

3. Measurable Outcomes (report results in next APR):
1. The Consortium will hire one new part-time staff member by September 1, 2024, to support districts in increasing their collaboration and connection to industry with 6 school districts and Lake Superior College increasing the number of industry partners they have access to for WBL activities. 2. Career Connections website will be operational by June 30, 2026.

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.
      - Nine school districts within the Consortium have WBL programs approved and students enrolled in FY23. Cloquet has approved programs in ACTE-SPED and Diversified with students enrolled in FY24. Hermantown has an ACTE-SPED approved program and is working to add the Diversified program for FY25 through a recently approved Youth Skills Training grant from MN DOL. McGregor and Moose Lake currently have a PA in ACTE-SPED only.

   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.
      - As stated above, the Consortium will hire one new part-time staff member by September 1, 2024, to support districts in increasing their collaboration and connection to industry. This support benefits all CTE students, including special populations, at both the secondary and postsecondary levels.

   c. Describe how your consortium will invest financial resources to increase work-based learning opportunities at the secondary and postsecondary levels.
      - We will continue to offer support for teachers to acquire the Work-Based Learning endorsement, thus expanding opportunities for students. As noted above we will be establishing a website to provide school districts with access to career-connected activities in the region as well as hiring someone to support this initiative.

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: Dual Enrollment Opportunities	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	**1** ☐	**2** ☐	**3** X	**4** ☐	**5** ☐

The Consortium's surveys have consistently highlighted a need to increase our dual enrollment programs/courses within our schools. Only 19% of students who responded to the survey stated that "My Career and Technical Education classes have helped me to earn college credit." Dual enrollment programs are essential in our schools because they provide students with opportunities to earn college credits while still in high school, thereby reducing the time and cost required to obtain a degree. Students and parents alike have expressed a strong interest in accessing advanced coursework that bridges the gap between high school and college, offering students a smoother transition and a preview of the academic rigor they can expect in higher education. Additionally, dual enrollment enhances student motivation and engagement by offering them challenging coursework that aligns with their interests and career goals.

2. Strategies to address need:

1. Support Articulation Agreement between secondary and postsecondary
   a. Funding in Narrative 7
2. Explore options for continuing and expanding partnerships between high schools and LSC in Health Science.
   a. No Funding Needed

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

1. The Consortium will contract with Northbuilt to house all ==CTE== consortium's articulation agreements. ==All articulations will be completed by November 15, 2024. 80% of the students who register complete the articulation requirements.==
2. Consortium Staff will support and train teachers associated with articulation agreements to ensure they understand the articulation process, what is required, and how to access and process their articulated credits.
3. In the 2024-25 school year, Proctor continues to partner, and at least one more school without a Health Science program partners with LSC to increase opportunities for students to be enrolled in an SR-POS.

1. 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?
      o Lake Superior College offers a variety of options for Minnesota or Wisconsin students to receive college credit while still in high school, including Concurrent Enrollment or College in the Schools, Online, Articulation, and On-Campus PSEO.

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.

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: Professional Development	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 X	5 ☐

Professional development is essential for the ongoing growth and retention of teachers. These opportunities offer educators ways to refine their teaching skills and stay updated on their field's best practices. As teachers enhance their expertise through professional development, they become more effective in the classroom, leading to improved student outcomes. Additionally, investing in teachers' professional growth demonstrates a commitment to their success, which fosters job satisfaction and ultimately enhances retention rates within the educational workforce.

56% of the CTE teacher survey responders stated that they have limited professional development opportunities. Types of professional development teachers want include PD specific to program content, hands-on training, time and funding for online classes, and to visit professionals in the community, WBL, and writing curriculum to meet CTE standards. Providing quality professional development is an important part of retaining, supporting, and training CTE professionals

2. Strategies to address need:

1. The Consortium will fund Pathway-Specific Training, CTE Works, MTEEA, MACTA Professional Development, ACTE Policy Seminar, and other professional conferences for educational professionals at all levels, including middle school CTE instructors.
   a. Funding in Narrative 8
2. The Consortium will provide summer training for secondary instructors that postsecondary instructors teach at postsecondary facilities.
   a. Funding in Narrative 8

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

1. 80% or greater of the CTE teachers in the Consortium participate in Professional Development offered by the Consortium or with another CTE-related conference during the 2024-25 school year.
2. Ten teachers will participate in summer training provided by postsecondary instructors.

NEED B: Licensure Information and Support	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 X	5 ☐

Currently, 72 teachers hold a Career and Technical Education license in the Lake Superior Consortium. They come from a wide range of backgrounds and paths to teaching. Sixteen of these have an Out of Field Permission in one or more areas. Six instructors hold a Tier 1 license in their CTE area, and seven instructors hold a Tier 2 License.

The first need is recruiting additional teachers into the profession. 50% of administrators surveyed said that "adequate staffing" is a barrier to student participation in CTE classes. The second need is supporting teachers in order to increase retention. This includes supporting them in becoming fully licensed and gaining knowledge and skill in teaching pedagogy along with skill-building in their area of licensure. All early career teachers are encouraged to join the CTE TIP program and provided mentors to support them in their development as CTE educators.

Surveys indicated a need to build awareness of opportunities for entry into the teaching profession. 50% of administrators surveyed ranked teacher licensure and recruiting new/replacement CTE teachers as the number one challenge relating to Career and Technical Education in their district. By strategically marketing to industry professionals, we can address this demand and enhance the quality and relevance of our educational offerings. Many individuals with expertise in CTE fields often opt for higher-paying jobs in their respective industries rather than pursuing teaching careers. Additionally, the requirements for becoming a career and technical teacher can be daunting and dissuasive for potential candidates. With Tier 1 opportunities available in Minnesota for entry into the teaching profession, advisory boards must be used to build awareness of the pathway to licensure. Other places to market these opportunities should be explored, such as Workforce Development organizations, AMFA, APEX, etc.

2. Strategies to address need:

1. The Consortium will utilize the partnerships within business/industry to help recruit teachers, especially individuals from underrepresented groups and nontraditional careers, into the Tier 1 teacher track.
    a. No Funding Needed
2. The Consortium will assist teachers on an Out of Field Permission (OFP) to complete the portfolio process through PELSB.
    a. Funded through North East Service Cooperative

3. Measurable Outcomes (report results in next APR):
1. Two new instructors will become CTE educators in the Consortium from industry for the 2024-25 school year. 2. Four teachers in the Consortium are on an OFP and will complete the process to receive a license through PELSB during the 2024-25 school year.

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.

   The Consortium will create a marketing piece to share with a wide range of organizations represented on the Emerging Workforce Committee that can help spread this information to a wider audience. Teachers entering the Consortium as a new CTE teacher will be encouraged and supported to enroll in the CTE- TIP program.

   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.

   The Consortium will work closely with the Lakes Country Service Cooperative to ensure applicable certification, credential, and licensure requirements are met for any teacher working through the licensure process. The Consortium will continue to use Advisory Board recommendations for professional development to guide the training and ensure instructors are current with industry standards and applicable state certifications. Consortia leaders and state staff will continue to communicate professional

development opportunities to instructors. Instructors will be informed of the application process for requesting funds.

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: Post-Program Placement	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 ☐
The Consortium is on an Improvement Plan in this area. Although improvement was made in this Performance Indicator (from 37.53% to 44.88%), the Consortium is still below the SDLP goal of 45.84%. Upon looking deeper into Secure Reports, a couple of gaps were recognized. First, over the past three years, males have been consistently below the SDLP, and females have been above. Gaps were also identified in the number of CTE participants and concentrators from sub-groups, which was much lower than the number of students from that sub-group enrolled in the school district. Specifically, this was found in Cloquet and Duluth, which have the highest percentage of students from the various subgroups. The result of this inquiry led us to find that students from subpopulations more often need to retake classes that they had previously failed and had scheduling conflicts with the CTE courses offered. Over the past three years, the PowerBI data has indicated that our largest gap within Postsecondary Placement comes within Architecture & Construction, Business Management & Administration, and Manufacturing. Significant improvements have been made within construction, from a 2021 performance rate of 37.97% to a 2022 performance rate of 57.35% and a 2023 performance rate of 71.93%. Business Management & Administration has also shown an increase in performance rates in 2021, with a performance rate of 65.54%, a 2022 performance rate of 72.73, and a 2023 performance rate of 100%. Manufacturing continues to steadily increase within postsecondary placement from a 2021 performance rate of 72.73% to a 2022 performance rate of 82.6% and a 2023 performance rate of 84.85. Although improvement has been made, we will continue working on retention and placement within all our programs. Data from our advisory boards and surveys indicate the need to continually work on providing seamless pathways from secondary to postsecondary to industry.					
2. Strategies to address need:					

1. Postsecondary CTE staff will conduct visits to secondary CTE programs.
    a. Funding Narrative 2
2. Support CTE Career Exploration Field Trips, Competitions, and High School Visits
    a. Funding in Narrative 2
3. <mark>Assist school districts with scheduling CTE courses</mark>
    a. <mark>No Funding</mark>					

3. Measurable Outcomes (report results in next APR):					
1. Postsecondary staff will conduct 10 visits to secondary schools during the 2024-25 school year. 2. 14 of the 16 districts will carry out career exploration activities for students. 3. <mark>One school district will adjust its schedule/graduation requirements in the 2025-26 school year, allowing additional opportunities for enrollment in CTE courses.</mark>					

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?

    o Over the past three years, males have been consistently below the SDLP, and females have been above. Gaps were also identified in the number of CTE participants and concentrators from sub-groups, which was much lower than the number of students from that sub-group enrolled in the school district. Specifically, this was found in Cloquet and Duluth, which have the highest percentage of students from the various subgroups.

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

    o See strategies above.

Narrative 10: Consortium Governance

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

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

NEED A: Perkins Leaders Positions/Consortium Expenses		This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):		1 X	2 ☐	3 ☐	4 ☐	5 ☐
In accordance with federal and state laws governing Perkins V, there is a need for leadership within the consortium. Lake Superior Consortium has a governance board to ensure accountability and transparency and has established Bylaws to ensure clear and concise decision-making. Perkins leaders play a crucial role in administering their local grant and are responsible for confirming that the grant funds are used effectively and in accordance with federal and state guidelines. They are also responsible for engaging with various partner organizations, including educators, employers, and community members, to gather input on CTE priorities and ensure that grant activities align with local workforce needs.						
2. Strategies to address need:						

Consortium:
    1. Perkins Funded Positions
       a. Funded in Narrative 10
    2. Perkins Coordinators Roles and Responsibilities
       1. Collaboratively facilitate development of the biennial local unified secondary/postsecondary Perkins consortium application and budget—including budget updates and plan changes in intervening years. Submit the application through the Minnesota State grant management system online by May 1st of each year. The local application must include the consortium's initiatives to meet state-determined						

levels of performance required under the law by the U.S. Department of Education; Office of Career, Technical, and Adult Education (OCTAE).
2. Facilitate completion of a <u>comprehensive local needs assessment (CLNA)</u> not less than every two years and prior to submission of the local consortium application for Perkins V funding. The CLNA can be limited to the consortium or can be regional in scope.
3. Manage consortium activities and budget to meet the unified goals of the consortium and requirements of the Perkins Law.
4. Submit an APR online using the Minnesota State grant management system by October 1st each year.
5. Provide, or arrange with state CTE leadership to provide, technical assistance and professional development to assist consortium partners with achieving consortium goals and meeting state-determined performance measures.
6. Coordinate development and implementation of state-recognized programs of study among high schools and the Minnesota State college partner in the consortium.
   a. Each local Perkins consortium is required to have in place six state-recognized programs of study.
   b. Each program of study must meet the seven minimum requirements specified in the *State recognized Programs of Study User Guide*.
7. Participate in the CTE fall conference (CTE Works! Summit) and the annual Perkins consortium coordinators' meeting led by state CTE leadership.
   a. Funded in Narrative 10

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

Consortium:
1. Employed Perkins Coordinators
2. Completed all Perkins Coordinator Responsibilities noted in strategies.

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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

BYLAWS OF LAKE SUPERIOR PERKINS CONSORTIUM

Article I: Purpose

The mission of the Lake Superior Perkins Consortium is to support Career and Technical Education (CTE) by utilizing consortium funds within the eleven narratives (Section 134) found in the Perkins V Grant.

Article 2: Governance Board

<u>Member Schools:</u>

Barnum High School	East High School	Proctor High School
Carlton High School	Esko High School	Silver Bay High School
Cloquet High School	Fond du Lac High School	Two Harbors High School
Cook County High School	Hermantown High School	Wrenshall High School
Cromwell-Wright High School	McGregor High School	Lake Superior College (LSC)
Denfeld High School	Moose Lake High School	

The sixteen high schools will select one voting member for representation at consortium meetings. Additionally, the Duluth Schools will select one administrative/at-large voting member. LSC will select three voting members—administrative/at-large. Voting members can be an administrator or CTE instructor from that school or institution. Only these representatives will be allowed to vote at consortium meetings; additional individuals can attend in a non-voting capacity. These twenty members will form the Lake Superior Perkins Consortium Governance Board. At the October meeting of the consortium each of the schools will provide the consortium the name(s) of their voting member(s). In addition, all schools will provide the names of proxy representatives who could represent their school in situations preventing their voting members from attending. By consensus the consortium will accept all twenty school representatives. No individual will have more than one vote.

At the October board meeting, the following positions will be appointed for the year.
- Board Chair
- Vice Board Chair
- Secretary

Article 3: Leadership Team

It is the responsibility of LSC to hire and supervise the Postsecondary Perkins Coordinator whose role is to serve as the college representative on the leadership team. The Postsecondary Perkins Coordinator will serve on all consortium committees and will be the primary contact person for all communications with the State of Minnesota at the postsecondary level and will be a non-voting member of the consortium. The sixteen consortium high schools shall supervise one secondary liaison who serves on the leadership team. Member high schools shall appoint one liaison to act as the Secondary Perkins Coordinator. This person will be the primary contact person for all communications with the State of Minnesota at the secondary level and will represent the northern consortium schools of Duluth East, Duluth Denfeld, Esko, Cook County, Hermantown, Proctor, Silver Bay and Two Harbors High School. One additional liaison will represent the southern consortium schools of Barnum, Carlton, Cloquet, Cromwell-Wright, Fond du Lac, McGregor, Moose Lake, and Wrenshall. The Secondary Perkins Coordinator and southern school liaison will be non-voting members of the consortium.

Article 4: Voting Procedure and Agenda

The individuals identified in *Article 2: Governance Board* will constitute the entire allowed voting bloc for the consortium with a simple majority of members in attendance required for passage of most agenda items. A quorum of consortium members—eleven—must be present to act on any agenda items. Any items tabled must be resolved at the next consortium meeting; providing a quorum is present.

All items to be considered for the agenda must be sent to the Postsecondary Perkins Coordinator five days in advance of the meeting. The Postsecondary Coordinator will send an agenda, with appropriate attachments including minutes from the previous meeting, to consortium members two days in advance of the meeting. Additions to the agenda brought by individual consortium members will be considered and will require a supermajority of 2/3 of the members present to be placed on agenda. Approval of the meeting agenda with a simple majority, if a quorum is present can then occur. Members can participate via telepresence if a situation arises preventing them from physically attending the consortium meeting or their proxy representative can attend in their place.

Article 5: Guidelines

Guidelines:

- Will follow the Perkins mandates, rules, directions and guidelines as established in Perkins V
- Will follow the Perkins V Required Uses of Funds:
    - Support integration of academic skills into career and technical education programs and programs of study.
    - Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
    - Provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades.
    - Provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
    - Plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established.
    - Develop and implement evaluations of the activities carried out with funds, including evaluations necessary to complete the comprehensive needs assessment required.
- Perkins Grant Dollars must be fully encumbered by June 30th of each fiscal year. The consortia may not carry over any funds from fiscal year to fiscal year.
- The consortium will utilize input from high school and college faculty, counselors, administrators, and the program approval process to select programs to receive support
- The budget and all priorities will be decided by discussion and vote at consortium meeting
- The consortia must only provide funds in programs that have been approved by the Minnesota Department of Education, meeting all program approval requirements set forth in Minnesota Administrative Rule 3505.
- The six elements of state recognized program of study will serve as the guiding pathway for the consortiums' efforts in the evaluation of the POS process

Article 6: Standing Committees

In December individuals will be identified by the consortium for grant planning. These individuals may, but are not required, to be voting members of the consortium.

This grant writing committee will have representation from:
- Superintendent's selection
- One northern and one southern CTE instructor
- Duluth CTE instructor
- Three LSC representatives
- Secondary Perkins Coordinator
- Postsecondary Perkins Coordinator

Proposed budget will be presented to the consortium at the March meeting for discussion. Voting to approve the budget will occur at the April Meeting. Once approved by the Consortium School Superintendents and the Lake Superior College President the Postsecondary and Secondary Perkins Coordinators will submit a budget to the State of Minnesota.

In April individuals will be identified by the consortium to review bylaws. These individuals are required to be voting members of the consortium.

Bylaws committee for consortium:

- Administrator
- CTE instructor
- Secondary Perkins Coordinator
- Postsecondary Perkins Coordinator

Any proposed changes to bylaws will be presented at the October meeting of the consortium, discussed and voted on at the next scheduled consortium meeting.   Any amendment to these bylaws must be approved by a super majority of two thirds of the entire nine-member consortium board.

Article 7: Budget

- Presentation to Consortium
    - At the October meeting of the consortium the leadership team will present all expenditures from the previous fiscal year's budget.
- Fiscal Host
    - Secondary - Proctor Public Schools
    - Post-Secondary – LSC
- Item Approval
    - Under $1,000 – Leadership Team does not need board approval
    - $1,000+ - Leadership Team needs board approval (in person or via email)

Article 8: Presentation to Consortium School Boards

Over the course of the school year the Postsecondary Perkins Coordinator and/or Secondary Perkins Coordinator will be collecting information to report or present to each consortium school board (except Duluth) in August or September.

Included in that report will be:

- How money was spent in their specific school that fiscal year
- Copy of grant for the next fiscal year for secondary schools

In addition, the Postsecondary Perkins Coordinator will encourage any CTE instructors from that specific school to attend that board meeting if a presentation is given.

The Lake Superior Carl Perkins Consortium adopted bylaws on December 17, 2014
Revised Lake Superior Carl Perkins Consortium bylaws on May 21, 2020
Revisions approved by the Lake Superior Carl Perkins Consortium Board on March 22, 2021
Revisions approved by the Lake Superior Perkins Consortium Board on October 11, 2022

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: Expanded WBL Opportunities		This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):		1 X	2 ☐	3 ☐	4 ☐	5 ☐

The committee reviewed the WBL data on Secure Reports for the consortium as a whole and by school district. Although the SDLP goal was met with 8.2% actual performance, it resulted from enrollment in six Consortium schools. The other schools in the Consortium showed little or no opportunities for WBL. The sixth criterion for State-Recognized Programs of Study is that it "Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry." Although we met our goal on this performance indicator, our Waterline Report from MDE shows that two high schools within the Consortium had a high percentage (62.5% and 60%) of CTE concentrators graduating from high school having participated in work-based learning. Four had an average percentage (21.21%, 14.71%, 11.67%, 8.33%). The remaining schools were below 5%, with several at 0%. The gap between the schools within the Consortium schools is large. Survey data and meetings with industry partners showed a desire to expand WBL opportunities to grow the workforce. School District staff surveys and pathway meetings showed that students seek additional hands-on experience in Programs of Study. Assistance is needed in bridging the connection and helping with logistics to engage industry in WBL activities.

Industry boards, students, and teachers indicated that postsecondary work-based learning opportunities are essential for students as they bridge the gap between classroom knowledge and real-world application. These experiences provide invaluable hands-on training, allowing students to develop practical skills, gain industry insights, and cultivate professional networks.

Reserve Category: X Performance Gaps ☐ Develop or Improve POS/CTE programs

2. Strategies to address need:

    1. Support a Partnership/Career Connections Coordinator to assist with collaboration.
        b. Funding in Narrative 11

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

1. The Consortium will hire one new part-time staff member by September 1, 2024, to support districts in increasing their collaboration and connection to industry.	

NEED B: Equipment	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 X	4 ☐	5 ☐

Integrating industry-standard equipment within secondary and postsecondary programs is essential for preparing students to meet the demands of the modern workforce. By utilizing equipment that mirrors what is used in real-world settings, students gain practical experience and develop relevant skills that directly translate to employment opportunities. Moreover, exposure to industry-standard equipment fosters a smoother transition from educational settings to professional environments, ensuring graduates are well-equipped to contribute effectively and innovate within their chosen fields.

According to our CLNA Secondary Student Survey, 34% report that classrooms, labs, and equipment are comparable to what they will find in college and/or the workplace, 41% provide technology that assists with learning simulations of work, and 54% report they are a pathway to work/college/ career after high school. 88% of CTE teachers reported that facilities, equipment, technology, and materials used in Career and Technical Education (CTE) programs reflect current workplace, industry, and/or occupational practices and requirements. This shows a gap in the perceived level of quality but also room for improvement in providing for the needs of our secondary programs that are comparable to post-secondary education and within the industry. ==Even though 88% of teachers reported that facilities, equipment, technology, and materials used in CTE programs reflect the current workplace, we need to continue to innovate and meet industry standards.==

According to our CLNA Postsecondary Student Survey, 64% of students indicated their program had up-to-date industry equipment, and 43% stated that their program had enough equipment for all students within the program, whereas 67% of administrators, faculty, and staff believe that the college's facilities, equipment, technology and materials reflect current workplace, industry, and/or occupational practices and requirements. Our data also states that 75% of postsecondary administrators, staff, and faculty reported that the college offers opportunities, time, and funding for professional development for instructors to stay current within their field. The data above indicates the need to continue evaluating the facilities, equipment, technology, and materials used within our classrooms, along with recruiting additional business and industry representatives to be a part of our advisory boards. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry.

Reserve Category: ☐ Performance Gaps   X Develop or Improve POS/CTE programs

2. Strategies to address need:

    1. Purchase industry-standard equipment to align CTE programs and prepare students for high-wage, high-skilled, in-demand careers.
        b. Funding in Narratives 2 & 11.

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

    1. Equipment will be purchased by June 30, 2025.

NEED C: Special Population	This Need is in Element(s):				
4. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 X

75% of secondary administrators stated that class schedule constraints were a barrier to student participation in CTE courses. Other challenges related to CTE enrollment that were identified in the survey included a lack of district funding and resources (38% of respondents), awareness of CTE programs (38%), not enough students signing up for CTE classes (56%), lack of CTE staffing (50%), and at-home factors (25%). CTE instructors reported the following barriers: 90% class schedule constraints, 36% graduation requirements, and 45% lack of CTE Offerings. 37% of current CTE students report that other classes they want/need conflict with CTE classes, and 31% reported that some CTE programs are unavailable at the school.

Duluth Public School and the work of the Emerging Workforce Committee of the Duluth Workforce Board have found a major challenge: the number of required classes students need to take and the number of students needing to retake failed classes. Both situations limit the number of CTE courses students can fit into their schedule. Previously, students could take numerous CTE classes that would meet the state's graduation requirements. Due to changes in requirements at the state level, this number has dropped significantly, with only a few CTE courses remaining where this is possible. Duluth is also on a six-period school day, which further limits opportunities for enrollment in CTE classes.

The need to expand outreach activities was evident through our surveys, industry boards, and local workforce boards. We will continue collaborating with local after-school clubs such as - Boys and Girls Clubs, Valley Youth Centers, Neighborhood Youth, and the Family Freedom Center to offer hands-on career exploration events for students from underrepresented groups. There is a large need to expand these throughout the consortium.

The data from LSC's Fostering a Community of Inclusion Event provided data on the need to develop a program for those with intellectual disabilities (ID). Fewer than 3% of students with ID in the State of Minnesota have access to higher education opportunities. Approximately 1000 MN students with intellectual disabilities (ID) complete 12th grade each year. As such, about 5000 individuals with ID are typically college age (18-22 years old).

While many individuals with ID desire to continue their education in an inclusive postsecondary setting, only 90 spaces in a postsecondary setting are available for students with ID in Minnesota - none of which are classified as fully inclusive opportunities. Currently, three Minnesota colleges and universities are designated Comprehensive Transition and Postsecondary (CTP) Programs. Further, in Minnesota, 11% of people with intellectual and developmental disabilities (I/DD) served by the state human services agency were in competitive integrated employment.

Reserve Category: ☐ Performance Gaps   X Develop or Improve POS/CTE programs

5. Strategies to address need:

1. Hire Instructor to develop a program for students with intellectual disabilities.
    c. Funding under Narrative 11
2. Support CTE Career Exploration Field Trips within Special Populations

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

1. Program will be ready to present to AASC by June 30, 2024, with the goal of an FY26 state date.
2. Offer 8 Career Exploration Events in multiple career fields.

7. 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.

        a. 3S1: Post-Program Placement

        b. 5S3: Program Quality - Work-Based Learning

        c. 1P1: Postsecondary Retention and Placement

d. 3P1: Nontraditional Program Enrollment

The consortium's expanded Work-Based Learning opportunities will allow students to gain a deeper understanding of their own strengths, interests, and career goals, empowering them to make informed decisions about their future pathways. The practical, hands-on skills obtained from one of the WBL experiences are directly applicable to various career paths, making graduates more attractive to employers.

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.

The consortium will be purchasing equipment within our Priority 1 & 2 areas: Engineering Manufacturing & Technology and Health Science. Having a well-equipped CTE classroom can attract and retain both students and teachers, as it signifies a commitment to the program. Industry standard equipment also fosters teacher confidence and professional satisfaction, as they can deliver up-to-date and relevant instruction.

Lake Superior College is putting funding towards the development of an Intellectual Disabilities Program, aimed at providing comprehensive support and education for individuals with cognitive impairments. The program is a response to the growing need for specialized services as well as industry needs within the community. Based on our regional needs the program will develop a core set of skills with pathways branching out into Healthcare and/or Manufacturing.

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 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)

Minnesota State
Career and Technical Education

mn DEPARTMENT
OF EDUCATION

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

To be submitted with the 2024 Local Application

Consortium Name:	Lake Superior

Purpose of the CLNA Results and Priorities

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

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

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

We began the process of completing the CLNA in November of 2023 by coordinating with other Consortia on common survey language, then sending them out to CTE teachers, school administrators, guidance counselors, industry partners, students, and parents in the Consortium. The coordinators also reached out to the regional analyst with DEED and participated in the webinar for Real-Time Talent, which was held in the northeast region. Data was gathered from notes and minutes taken at CTE advisory board meetings, economic and business development organizations such as APEX and the Chamber of Commerce, and the Duluth Workforce Development Emerging Workforce Committee and pathway-specific working group meetings.

At the Lake Superior Perkins Consortium board meeting in December, a committee was formed to review and analyze the data and set priorities for the Consortium for the next two-year application. Before the first meeting in January, files were shared with committee members, including survey results, Real-Time Talent data, DEED data, advisory board minutes, workforce committee minutes, PowerBI data, and Performance Indicator data from Secure Reports. Carson Goercki, Regional Analyst for DEED, attended the day-long meeting to present and share insight into the regional labor market data. The committee then had lengthy discussions regarding the data and the potential impact of investments in CTE on our schools, students, and industry.

The committee then set priorities as described below and included them in the grant application that was sent to school districts on January 15th and is due on March 1st. School Districts and teachers can then use these to guide the analysis of needs and address them in their funding requests. This committee will then review the requests and prepare a budget that addresses the Consortium's priorities for inclusion in the next two-year application.

Lake Superior Consortium Priorities

- **Business and Industry Partnerships:** Initiatives that boost connections with business and industry partners to increase opportunities for workplace learning connections (job shadowing, work-based learning, guest speakers, internships, etc.), develop career pathways, and strengthen support for CTE programs.
- **Marketing:** Build awareness of CTE programs and career opportunities throughout the consortium and/or within individual school districts.
- **Healthcare, Trade and Industry, and Computer Science:** Regional workforce data indicates these are the region's high-wage, high-skill, in-demand career fields. Funds will be directed toward new and innovative ways to develop and improve Programs of Study in these areas.
- **Special Populations:** Improve services to Special Populations (ie.Individuals with disabilities or other barriers to educational achievement, including limited English proficiency; economically disadvantaged families; homeless. Youth in the foster care system or has a parent who is a member of the armed forces and is on active duty)
- **Math and Reading:** Develop new and innovative strategies to incorporate math and reading instruction into CTE courses.

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

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

- Representatives of Career and Technical Education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- Representatives of Career and Technical Education programs at postsecondary educational institutions, including faculty and administrators;
- Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- Parents and students;
- Representatives of special populations[1];
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and,
- Any other individuals that the eligible agency may require the eligible recipient to consult.

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

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

Name	Title	Group Represented
Carson Goercki	Regional Analyst	MN Department of Employment and Economic Development
Elena Foshay	Director of Workforce Development	City of Duluth
Laura Nilsen	Career Counselor	Northeast Minnesota Office of Job Training
Dave Cook	Career Counselor	Northeast Minnesota Office of Job Training
Sandy Johnson	Director of Member Relations and Administration	APEX
Rachel Johnson	President and CEO Economic Development	APEX
Wade Karnes	President	Arrowhead Manufacturers and Fabricators Association (AMFA)
Janelle Jones	President/CEO	Lake County Chamber of Commerce
Linda Kingston	Vice President of Academic and Student Affairs	Lake Superior College
Trevor Wills	Interim Dean of Business and Industry	Lake Superior College
Anna Sackette-Urness	Dean of Allied Health and Nursing	Lake Superior College
Dee LeBlanc	Work Based Learning Coordinator	Northern Lights Special Education Cooperative

Name	Title	Group Represented
	CTE Teachers, school administrators, guidance counselors, students, and parents	• [Barnum High School](#) • [Carlton High School](#) • [Cloquet High School](#) • [Cook County High School](#) • [Cromwell-Wright High School](#) • [Denfeld High School](#) • [East High School](#) • [Esko High School](#) • [Fond du Lac High School](#) • [Hermantown High School](#) • [McGregor High School](#) • [Moose Lake High School](#) • [Proctor High School](#) • [Silver Bay High School](#) • [Two Harbors High School](#) • [Wrenshall High School](#) • [Lake Superior College](#)
Advisory Boards		Secondary/Postsecondary Industry Advisory Boards
MN State - RealTime Talent NE MN		NE MN Realtime Talent Regional CTE Workforce Trends and Careers for Tomorrow
Troy Haugen	Perkins Coordinator	Lakes Country Consortium
Cynthia Bailey	Perkins Coordinator	Lakes Country Consortium
Sarah Behrens	Perkins Coordinator	North Country Consortium
Elaine Hoffman	Perkins Coordinator	North Country Consortium
Kierstan Peck	Perkins Coordinator	Pine Technical Consortium
Ashley Nelson	Perkins Coordinator	Pine Technical Consortium
Lisa Hanson	Perkins Coordinator	Central Lakes Consortium
Mike Kaluza	Perkins Coordinator	Central Lakes Consortium
Tom Leuthner	Perkins Coordinator	Pine to Prairie Consortium
Katlyn Tamaalii	Perkins Coordinator	Pine to Prairie Consortium
Carrie Hanson	Perkins Coordinator	Runestone Consortium
Sean Johns	Perkins Coordinator	Runestone Consortium

Name	Title	Group Represented
Chris Vito	Perkins Coordinator	True North Stars
Jane Shade	Perkins Coordinator	True North Stars
Shannon Malovrh	Perkins Coordinator	True North Stars

Prioritizing Needs (Optional)

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

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

Narrative Tracking Matrix (Optional)

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

Key to Narratives:

1 = Comprehensive Local Needs Assessment (CLNA)   5 = Special Populations (Pops)   9 = Performance Gaps (Gaps)
2 = Programs of Study (POS)   6 = Work-based Learning (WBL)   10 = Consortium Governance (Gov)
3 = Workforce Innovation Opportunity Act (WIOA)   7 = Early Postsecondary Credit Opportunities (PS)   11 = Reserve Funds (Res)
4 = Integrated Academic & Technical Skills (Skills)   8 = Support to Professionals (Prof)

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: WBL: Expanded Opportunities						X					X
Need B: Post-Program Placement								X			
Need C: Special Population Performance on Required Performance Indicators					X						
Need D: Math and Reading				X							
Need E: Consortium Governance										X	
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: Gaps in Programs of Study		X									
Need B: Business and Industry Partnerships			X								
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: Equipment		X									X
Need B: Dual Enrollment Opportunities							X				
Need C: Marketing		X									
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: Professional Development								X			
Need B: Licensure Information and Support								X	X		
Need C: Marketing: Build awareness of opportunities for entry into the teaching profession											
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: Special Populations					X						X
Need B: Collaboration between districts to increase opportunities to access CTE					X						

ELEMENT #1: STUDENT PERFORMANCE ON REQUIRED PERFORMANCE INDICATORS

Refer to the **Guidance to Assess Element One** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

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

PRIORITIZED NEEDS
Element 1: Student Performance on Required Performance Indicators

E1-Need A: WBL: Expanded Opportunities

The committee reviewed the WBL data on Secure Reports for the consortium as a whole and by school district. Although the SDLP goal was met with 8.2% actual performance, it resulted from enrollment in six Consortium schools. The other schools in the Consortium showed little or no opportunities for WBL. The sixth criterion for State-Recognized Programs of Study is that it "Incorporates authentic work experiences at the secondary and/or postsecondary level that are valued by industry." Although we met our goal on this performance indicator, our Waterline Report from MDE shows that two high schools within the Consortium had a high percentage (62.5% and 60%) of CTE concentrators graduating from high school having participated in work-based learning. Four had an average percentage (21.21%, 14.71%, 11.67%, 8.33%). The remaining schools were below 5%, with several at 0%. The gap between the schools within the Consortium schools is large. Survey data and meetings with industry partners showed a desire to expand WBL opportunities to grow the workforce. School District staff surveys and pathway meetings showed that students seek additional hands-on experience in Programs of Study. Assistance is needed in bridging the connection and helping with logistics to engage industry in WBL activities.

Industry boards, students, and teachers indicated that postsecondary work-based learning opportunities are essential for students as they bridge the gap between classroom knowledge and real-world application. These experiences provide invaluable hands-on training, allowing students to develop practical skills, gain industry insights, and cultivate professional networks.

E1-Need B   Post-Program Placement:

The Consortium is on an Improvement Plan in this area. Although improvement was made in this Performance Indicator (from 37.53% to 44.88%), the Consortium is still below the SDLP goal of 45.84%. Upon looking deeper into Secure Reports, a couple of gaps were recognized. First, over the past three years, males have been consistently below the SDLP, and females have been above. Gaps were also identified in the number of CTE participants and concentrators from sub-groups, which was much lower than the number of students from that sub-group enrolled in the school district. Specifically, this was found in Cloquet and Duluth, which have the highest percentage of students from the various subgroups. The result of this inquiry led us to find that students from subpopulations more often need to retake classes that they had previously failed and had scheduling conflicts with the CTE courses offered.

Over the past three years, the PowerBI data has indicated that our largest gap within Postsecondary Placement comes within Architecture & Construction, Business Management & Administration, and Manufacturing. Significant improvements have been made within construction, from a 2021 performance rate of 37.97% to a 2022 performance rate of 57.35% and a 2023 performance rate of 71.93%. Business Management & Administration has also shown an increase in performance rates in 2021, with a performance rate of 65.54%, a 2022 performance rate of 72.73, and a 2023 performance rate of 100%. Manufacturing continues to steadily increase within postsecondary placement from a 2021 performance rate of 72.73% to a 2022 performance rate of 82.6% and a 2023 performance rate of 84.85. Although improvement has been made, we will continue working on retention and placement within all our programs. Data from our advisory boards and surveys indicate the need to continually work on providing seamless pathways from secondary to postsecondary to industry.

E1-Need C   Special Population:

Student groups that were below the targets in most of the indicators include American Indian, Asian, Black, and Multi-Racial. Special Populations below the targets include Special Education, Economic Disadvantaged, and Non-Traditional. The groups with the largest population of students enrolled, which would most benefit from additional services/supports, include American Indian, Multi-racial, and Economic Disadvantaged. Some significant items to note include American Indian students, who were 30.59% below the target, and Non-Traditional students, who were 29.91% below the target in the 4-year graduation rate.

Within postsecondary, Non-traditional enrollment within Architecture & Construction, Health Science and Transportation, and Distribution & Logistics shows our largest gaps. Our data shows that within Architecture & Construction, the non-traditional rate is 5.62%. Within Health Science, it is 19.26%, and within Transportation, Distribution & Logistics, it is 1.47%.

E1-Need D   Math and Reading:

Although the Consortium met the Performance Indicator goal, the trend over the last three years is concerning. Scores have been as follows:

	Reading	Math
● 2021:	54.41%	24.36%
● 2022:	57.27%	35.71%
● 2023:	47.93%	28.42%

There is also concern within some of the subgroups, such as females, Blacks, and American Indians in Math and Special Education and Economically Disadvantaged in both Reading and Math. There is much room for improvement here, and strategies must be explored. 35% of the CTE Teachers responded positively that opportunities to collaborate with other educators and additional resources to support students would be most helpful in raising scores in reading and math.

E1-Need E   Consortium Governance:

In accordance with federal and state laws governing Perkins V, there is a need for leadership within the consortium. Lake Superior Consortium has a governance board to ensure accountability and transparency and has established Bylaws to ensure clear and concise decision-making. Perkins leaders play a crucial role in administering their local grant and are responsible for confirming that the grant funds are used effectively and in accordance with federal and state guidelines. They are also responsible for engaging with various partner organizations, including educators, employers, and community members, to gather input on CTE priorities and ensure that grant activities align with local workforce needs.

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

Refer to the **Guidance to Assess Element Two** section of _Minnesota's Comprehensive Local Needs Assessment Guide_.

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

Size: Parameters/resources that affect whether the program can adequately address student learning outcomes. This includes:
- Number of students within a program
- Number of instructors/staff involved with the program
- Number of courses within a program
- Available resources for the program (space, equipment, supplies)

Scope: Programs of Study are part of, or working toward, inclusion within a clearly defined career pathway with multiple entry and exit points. (The goal of six State-Recognized Programs of Study offered within a consortium is a component of the full Perkins V plan.)
- Programs of Study are aligned with local workforce needs and skills.
- Postsecondary programs connect with secondary career and technical education via articulation agreements and/or dual credit, etc.
- Programs develop not only specific work-based skills, but also broadly applicable employability skills.

Quality: A program must meet two out of the following three criteria: The program develops (1) high-skilled individuals, (2) individuals who are competitive for high-wage jobs, and (3) individuals who are trained for in-demand occupations.
- **High-skilled**: Programs that result in industry-recognized certificates, credentials, or degrees.
- **High-wage**: High-wage is anything that is above the median wage for all occupations ($47,986 based on 2021 data from Minnesota Department of Employment and Economic Development).
- **In-demand**: Occupations that are identified in DEED's Occupation in Demand index and/or through the Comprehensive Local Needs Assessment

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

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

E2-Need A: Gaps in Programs of Study

There is a gap in meeting the workforce demands in Healthcare. In Northeast Minnesota, an analysis of local labor market occupational gaps showed that Registered Nurses are the number one in-demand occupation. This is followed by many other related Healthcare occupations that all have a current demand indicator of five stars, such as
- Nursing Assistant/Aide and Patient Care Assistant/Aide,
- Licensed Practical Nurse,
- Allied Health and Medical Assisting Services
- Pharmacy
- Health Care Administration/Management
- Clinical Laboratory Science/Medical Technology/Technologist

In addition, the Health Science Technology field is predominantly female (77.6%) and white (93.8%). Current enrollment at the secondary level where interest is established is insufficient. The consortium has a strong Health Science program at Lake Superior College and the secondary level within Duluth Public Schools. In the 2022-23 school year, there were 26 Participants and 52 Concentrators within secondary and 926 Participants and 441 Concentrators within postsecondary. A new program was recently established in Moose Lake, and a partnership between LSC and Proctor Public Schools was formed this year, so those numbers will increase for the current school year. However, work must be done to expand offerings to other schools and determine ways to bring these programs to special populations.

The Consortium has many strong programs in Trade and Industry, with 1,105 Participants and 1,036 Concentrators within secondary and 677 Participants and 333 Concentrators within post-secondary, yet keeping these programs up to date with industry-standard equipment is a challenge. The demand in the skilled trades is high, with many of these jobs requiring a high school diploma, apprenticeship, or two years of post-secondary education. According to the NE MN OID Education Alignment document, which used data from the sources listed below, many of these occupations pay a high wage, yet there is a gap in the number of available workers compared to job openings. Specific occupations in the skilled trades that have a Current Demand Indicator of 5 Stars include:
- Vehicle Maintenance and Repair Technologies
- Industrial Mechanics and Maintenance Technology/Technician
- Machine Tool Technology/Machinist
- Electrician
- Construction

In the Northeast, Hospitality & Tourism, Business, Management, and Administration, and Marketing, Sales, and Service clusters are expected to have the highest annual job demand by volume, mainly due to retirements and job changes. The number of business programs in the consortium and the number of students enrolled in these programs are strong, with 1,544 Participants and 868 Concentrators within secondary and 65 Participants and 30 Concentrators. However, the scaffolding of courses is often weak or missing, and the gap in the number of students that go on to post-secondary education in these fields is large.

NE MN OID Education Alignment sources: DEED Occupational Employment and Wages Statistics, DEED Occupations in Demand, DEED Graduate Employment Outcomes, DEED Employment Outlook, Minnesota State Longitudinal Education Data System, National Center for Education Statistics.
** Numbers in parentheses represent the median annual wage.

E2-Need B   Business and Industry Partnerships:

Industry boards ensure that educational standards remain relevant and effective. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry. Industry boards serve as bridges, connecting educators with valuable resources and expertise to enhance their teaching effectiveness and better prepare students for future careers.

All of our programs have some level of connection to business and industry, with some more than others. A common comment from business and industry is that they would like to see a stronger connection to CTE programs and a greater engagement of CTE students in the workforce. Teachers and administrators note the challenge of available time to build these connections and to guide existing and new relationships with community partners and volunteers to support specific career pathway work-based learning programs and services. 81% of the administrators reported they would like to increase partnerships with local industry. There is a need for coordination, leadership, and support for delivering of WBL services within school districts and the Consortium as a whole. This includes student job shadows, internships, worksite tours, interactive speakers, career fairs and events, and teacher professional development.

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

Refer the **Guidance to Assess Element Three** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

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

E3-Need A: Equipment:

Integrating industry-standard equipment within secondary and postsecondary programs is essential for preparing students to meet the demands of the modern workforce. By utilizing equipment that mirrors what is used in real-world settings, students gain practical experience and develop relevant skills that directly translate to employment opportunities. Moreover, exposure to industry-standard equipment fosters a smoother transition from educational settings to professional environments, ensuring graduates are well-equipped to contribute effectively and innovate within their chosen fields.

According to our CLNA Secondary Student Survey, 34% report that classrooms, labs, and equipment are comparable to what they will find in college and/or the workplace, 41% provide technology that assists with learning simulations of work, and 54% report they are a pathway to work/college/ career after high school. 88% of CTE teachers reported that facilities, equipment, technology, and materials used in Career and Technical Education (CTE) programs reflect current workplace, industry, and/or occupational practices and requirements. This shows a gap in the perceived level of quality but also room for improvement in providing for the needs of our secondary programs that are comparable to post-secondary education and within the industry.

According to our CLNA Postsecondary Student Survey, 64% of students indicated their program had up-to-date industry equipment, and 43% stated that their program had enough equipment for all students within the program, whereas 67% of administrators, faculty, and staff believe that the college's facilities, equipment, technology and materials reflect current workplace, industry, and/or occupational practices and requirements. Our data also states that 75% of postsecondary administrators, staff, and faculty reported that the college offers opportunities, time, and funding for professional development for instructors to stay current within their field. The data above indicates the need to continue evaluating the facilities, equipment, technology, and materials used within our classrooms, along with recruiting additional business and industry representatives to be a part of our advisory boards. These boards, composed of experts, provide insights into emerging trends and evolving needs within the industry.

E3-Need B   Dual Enrollment Opportunities:

The Consortium's surveys have consistently highlighted a need to increase our dual enrollment programs/courses within our schools. Only 19% of students who responded to the survey stated, "My Career and Technical Education classes have helped me to earn college credit." Dual enrollment programs are essential in our schools because they allow students to earn college credits while still in high school, reducing the time and cost required to obtain a degree. Students and parents have expressed a strong interest in accessing advanced coursework that bridges the gap between high school and college, offering students a smoother transition and a preview of the academic rigor they can expect in higher education. Additionally, dual enrollment enhances student motivation and engagement by offering them challenging coursework that aligns with their interests and career goals.

E3-Need C   Marketing:

38% of high school administrators stated that awareness of CTE programs was a possible barrier to student participation in CTE courses in the district. 81% of the administrators stated that partnering with local industry is an improvement the district is considering. The consortium must collaborate with school districts and industry partners to market CTE programs to students, parents, teachers, guidance counselors, administrators, and the community by promoting CTE programs and articulating the career pathway.

Our surveys indicate that 52% of postsecondary administrators, faculty, and staff do not believe that marketing materials are adequate to support the needs of their programs, whereas 48% believe they do meet the needs of the college. This is a 1% difference from the prior CLNA. Advisory boards also indicated the need for more outreach and marketing within our POS.

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

Refer to the **Guidance to Assess Element Four** section of *Minnesota's Comprehensive Local Needs Assessment Guide.*

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

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

E4-Need A: Professional Development:

Professional development is essential for teachers' ongoing growth and retention. These opportunities offer educators ways to refine their teaching skills and stay updated on their field's best practices. As teachers enhance their expertise through professional development, they become more effective in the classroom, improving student outcomes. Additionally, investing in teachers' professional growth demonstrates a commitment to their success, which fosters job satisfaction and ultimately enhances retention rates within the educational workforce.

56% of the CTE teacher survey responders stated that they have limited professional development opportunities. Types of professional development teachers want include PD specific to program content, hands-on training, time and funding for online classes, and to visit professionals in the community, WBL, and writing curriculum to meet CTE standards. Providing quality professional development is important in retaining, supporting, and training CTE professionals.

E4-Need B   Licensure Information and Support:

There are currently 72 teachers holding a Career and Technical Education license in the Lake Superior Consortium. They come from a wide range of backgrounds and paths to teaching. Sixteen have an Out of Field Permission in one or more areas. Six instructors hold a Tier 1 license in their CTE area, and seven hold a Tier 2 License.

The first need is recruiting additional teachers into the profession. 50% of administrators surveyed said that "adequate staffing" is a barrier to student participation in CTE classes. The second need is supporting teachers to increase retention. This includes supporting them in becoming fully licensed and gaining knowledge and skill in teaching pedagogy along with skill-building in their licensure area. All early career teachers are encouraged to join the CTE TIP program and provided mentors to support their development as CTE educators.

E4-Need C   Marketing: Build awareness of opportunities for entry into the teaching profession

Surveys indicated a need to build awareness of opportunities for entry into the teaching profession. 50% of administrators surveyed ranked teacher licensure and recruiting new/replacement CTE teachers as their district's number one challenge relating to Career and Technical Education. By strategically marketing to industry professionals, we can address this demand and enhance the quality and relevance of our educational offerings. Many individuals with expertise in CTE fields often opt for higher-paying jobs in their respective industries rather than pursuing teaching careers. Additionally, the requirements for becoming a career and technical teacher can be daunting and dissuasive for potential candidates. With Tier 1 opportunities available in Minnesota for entry into the teaching profession, advisory boards must be used to build awareness of the pathway to licensure. Other places to market these opportunities should be explored, such as Workforce Development organizations, AMFA, APEX, etc.

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

Refer to the **Guidance to Assess Element Five** section of *Minnesota's Comprehensive Local Needs Assessment Guide*.

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

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

E5-Need A: Special Populations:

75% of secondary administrators stated that class schedule constraints were a barrier to student participation in CTE courses. Other challenges related to CTE enrollment that were identified in the survey included a lack of district funding and resources (38% of respondents), awareness of CTE programs (38%), not enough students signing up for CTE classes (56%), lack of CTE staffing (50%), and at-home factors (25%). CTE instructors reported the following barriers: 90% class schedule constraints, 36% graduation requirements, and 45% lack of CTE Offerings. 37% of current CTE students report that other classes they want/need conflict with CTE classes, and 31% reported that some CTE programs are unavailable at the school.

Duluth Public School and the work of the Emerging Workforce Committee of the Duluth Workforce Board have found a major challenge: the number of required classes students need to take and the number of students needing to retake failed classes. Both situations limit the number of CTE courses students can fit into their schedule. Previously, students could take numerous CTE classes that would meet the state's graduation requirements. Due to changes in requirements at the state level, this number has dropped significantly, with only a few CTE courses remaining where this is possible. Duluth is also on a six-period school day, which further limits opportunities for enrollment in CTE classes.

The need to expand outreach activities was evident through our surveys, industry boards, and local workforce boards. We will continue collaborating with local after-school clubs such as - Boys and Girls Clubs, Valley Youth Centers, Neighborhood Youth, and the Family Freedom Center to offer hands-on career exploration events for students from underrepresented groups. There is a large need to expand these throughout the consortium.

The data from LSC's Fostering a Community of Inclusion Event provided data on the need to develop a program for those with intellectual disabilities (ID). Fewer than 3% of students with ID in the State of Minnesota have access to higher education opportunities. Approximately 1000 MN students with intellectual disabilities (ID) complete 12th grade each year. As such, about 5000 individuals with ID are typically college age (18-22 years old).

While many individuals with ID desire to continue their education in an inclusive postsecondary setting, only 90 spaces in a postsecondary setting are available for students with ID in Minnesota - none of which are classified as fully inclusive opportunities. Currently, three Minnesota colleges and universities are designated Comprehensive Transition and Postsecondary (CTP) Programs. Further, in Minnesota, 11% of people with intellectual and developmental disabilities (I/DD) served by the state human services agency were in competitive integrated employment.

E5-Need B   Collaboration between districts and postsecondary to increase opportunities to access CTE

Only 25% of CTE teachers and 36% of the administrators in the Consortium reported collaboration with other local school districts as a strength. Collaboration between secondary districts is needed to enhance access to CTE opportunities for all students. By pooling resources and expertise by secondary and postsecondary, we can offer a wider range of specialized CTE programs catering to diverse student interests and career paths. Collaboration enables districts to share best practices, curriculum resources, and industry connections, ensuring that CTE offerings align with current workforce demands and industry standards. Additionally, joint efforts facilitate the development of seamless pathways for students, specifically those from special populations, to transition from secondary to postsecondary programs or directly into the workforce.

Enter allocation amounts you received in your State letter in the YELLOW cells in columns B and C:	Basic	Reserve	Sec/PS Subtotals
Secondary Allocation:	$ 204,858.12	$ 71,369.39	**$276,227.51**
Postsecondary Allocation:	$ 226,668.71	$ 71,369.39	**$298,038.10**
Total Consortium Allocation:	**$431,526.83**	**$142,738.78**	**$574,265.61**

INSERTING ADDITIONAL ROWS

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

1. Right-click on the row number of a empty row in the section for which additional rows are needed.

2. From the popup menu, select "Copy"

3. Right-click the same row again

4. From the popup menu, select "Insert Copied Cells"

DATA ENTRY

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

1. Do NOT change any information in rows 1 - 3.

2. Cells highlighted in YELLOW require data entry.

3. Dollar amounts entered beginning in row 4 do NOT require including amounts after the decimal point.

4. Do NOT make any entries in cells highlighted in GREEN or BLUE. These cells have formulas.

SUMMARY SPREADSHEET

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

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

1. If the amount reported on the "Budget Over/Short" row is $0…your request is equal to your allocation. This is the goal--Congratulations!

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

3. If the amount reported on the "Budget Over/Short" row is shown in **RED** text in a **RED** background cell--your request has exceeded the amount of your allocation. Return to the four "Funding" tabs to **decrease** your requests as needed to reach the goal of $0 yet to be allocated.

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

STEP #2	D. Enter the dollar amount under the appropriate Narrative column (#1-10).
	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.
	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."
STEP #3	Enter Budget Line Items on the **Reserve Funding SEC 475** worksheet.
	A. Select appropriate UFARS code using arrow to the right of the cell.
	B. Enter a description of the item.
	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.
	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.
	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."
STEP #4	Complete the **Budget Narrative SEC** worksheet
	Follow instructions on the worksheet.
STEP #5	Enter Budget Line Items on the **Basic Funding POSTSEC** worksheet.
	A. Enter the item name.
	B. Enter a description of the item.
	C. Enter the dollar amount under the appropriate column.
	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.
	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."
STEP #5	Enter Budget Line Items on the **Reserve Funding POSTSEC** worksheet.
	A. Enter the item name.
	B. Enter a description of the item.
	C. Enter the dollar amount under the appropriate column.
	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.
	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."
STEP #6	Look at Rows 48 and 50 of the Summary Worksheet; dollar amounts should be zero. If there is a positive or negative amount listed, recheck the amounts you entered previously on the Basic and Reserve funding tabs.
STEP #7	Upload your completed budget spreadsheet to your state application Sharepoint site.

(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
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
100's Personnel/Salary SUBTOTAL		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
200's Personnel/Non-Salary SUBTOTAL		$0.00	$0.00	$0.00	$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	WIOA - Construct Tomorrow, Tour of Manufacturing, Discover Healthcare Event, Advisory Boards			$15,000.00								$15,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	CTSO, Field Trips, POS Development		$47,563.95									$47,563.95
303 Federal Subawards and Subcontracts - Amount up to $25,000	Special Pops - Fired up about Welding, Summer Camps					$3,000.00						$3,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Coordinator Salary, Travel										$48,200.00	$48,200.00
366 Travel, Conventions and Conferences	Proctor - Club Support		$2,000.00									$2,000.00
366 Travel, Conventions and Conferences	Professional Development, Sub and Travel to Meetings								$33,429.20			$33,429.20
300's Services/Subawards SUBTOTAL		$0.00	$49,563.95	$15,000.00	$0.00	$3,000.00	$0.00	$0.00	$33,429.20	$0.00	$48,200.00	$149,193.15
												$0.00
												$0.00
												$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	$0.00	$0.00	$0.00	$0.00
530 Other Equipment Purchased	Equipment within POS		$46,864.97									$46,864.97
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$46,864.97	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$46,864.97
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$8,800.00	$8,800.00
2024-2025 Proposed Budget		$0.00	$96,428.92	$15,000.00	$0.00	$3,000.00	$0.00	$0.00	$33,429.20	$0.00	$57,000.00	$204,858.12

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:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
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.		Z						Z		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.								Z		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		Z			Z					
Support integration of academic skills into CTE programs and programs of study.		Z						Z		
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.		Z	Z					Z		
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.										Z
Not applicable.										

(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
			Engineering, Manufacturing, & Technology	
				$0.00
				$0.00
				$0.00
				$0.00
100's Personnel/Salary	SUBTOTAL	$0.00	$0.00	$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
200's Personnel/Non-Salary	SUBTOTAL	$0.00	$0.00	$0.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Career Connection/WBL	$25,000.00		$25,000.00
				$0.00
				$0.00
				$0.00
				$0.00
300's Services/Subawards	SUBTOTAL	$25,000.00	$0.00	$25,000.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
400's Supplies/Materials	SUBTOTAL	$0.00	$0.00	$0.00
530 Other Equipment Purchased	POS Equipment		$43,169.39	$43,169.39
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
500's Capital/Equipment	SUBTOTAL	$0.00	$43,169.39	$43,169.39
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$3,200.00
2024-2025 Proposed Budget		**$25,000.00**	**$43,169.39**	**$71,369.39**

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.	Z	
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.		Z
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	Z	
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* <u>each expenditure</u> *requested should include: (1) item/expenditure requested; (2) budget amount requested; (3) identification of which narrative(s) requested item is applied to; and (4) need identified in CLNA addressed with the expenditure.*

Describe how your consortium plans to use your Perkins award on **Services and Subawards expenditures (300s).** *Narrative for* <u>each expenditure</u> *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. Program of Study Development
2. $3,800.00 (428-303)
3. Narrative 2
4. CLNA Element 2 and 3
*Proposed programs for FY25: Duluth - Business

1. Career Technical Student Organizations & student competitive events - Advisor Expenses
2. $18,000.00 (428-303) and (428-366)
3. Narrative 2
4. CLNA Element 2 and 3
*CTSOs include BPA, DECA, FFA, HOSA, ProStart, Robotics, and Supermileage - Supporting Priorty 1-3 POS

1. Field Trips
2. $27,763.95 (428-303)
3. Narrative 2

SECONDARY Narrative for Perkins V Application

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

*Describe how your consortium plans to use your Perkins award on **Equipment/Capital expenditures (500s).** Narrative for <u>each expenditure</u> 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.*

We are proposing to spend:
1. Industry-Aligned Equipment
2. $46,864.97 (428-530)
3. Narrative 2
4. CLNA Element 2 and 3
*Proposed equipment list for FY25: Supporting Priorty 1 & 2 POS - Barnum - 10 DSLR Cameras, Cloquet - Planer, Router, Sander, Duluth - Jobsite Saw Pro w/cart and dust guard, Plunge Cut Scoring Tracking Saw Set (Engineering, Manufacturing & Technology)

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.*

We are proposing to spend:
1. Administrative/Indirect Cost
2. $8,800 (428 - 895)
3. Narrative 10
4. CLNA Elements 1-5 Consortium Operations

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._

We are proposing to spend:
1. Career Connections/WBL Development
2. $25,000.00 (475 - 303)
3. Narrative 11
4. CLNA Elements 1

1. Equipment - Cloquet Laser Engraver, Planer, Proctor Hypertherm 45 xp handheld plasma cutter (Engineering, Manufacturing & Technology)
2. $43,169.39 (475 - 530)
3. Narrative 11
4. CLNA Element 3

Lake Superior — 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
Coordinator - Postsecondary	Coordinates Postsecondary Perkins Grant										$105,000.00	$105,000.00
CLA - 1	Integrated Manufacturing					$10,000.00						$10,000.00
CLA -2	PTA Military Bridge Program					$12,000.00						$12,000.00
Instructor Salary	Summer Camps/CTE Competitions/Secondary Teacher Training		$21,500.00			$3,000.00			$2,000.00			$26,500.00
												$0.00
												$0.00
												$0.00
Personnel SUBTOTAL		$0.00	$21,500.00	$0.00	$0.00	$25,000.00	$0.00	$0.00	$2,000.00	$0.00	$105,000.00	$153,500.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
Equipment SUBTOTAL		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
CTSO	LSC CTSO		$16,000.00									$16,000.00
Early College	HS Visits/Career Nights/Competitions/Transportation/Sub Costs		$4,000.00									$4,000.00
Professional Development	Conferences/Consortium Expenses								$19,246.98		$9,288.29	$28,535.27
Early College	CTECreditMN.com							$2,000.00				$2,000.00
WIOA	Career Connections Pathway and Website Development			$10,000.00								$10,000.00
MACTA	Consortium membership								$1,300.00			$1,300.00
												$0.00
Non-Personnel SUBTOTAL		$0.00	$20,000.00	$10,000.00	$0.00	$0.00	$0.00	$2,000.00	$20,546.98	$0.00	$9,288.29	$61,835.27
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$11,333.44	$11,333.44
2024-2025 Proposed Budget		$0.00	$41,500.00	$10,000.00	$0.00	$25,000.00	$0.00	$2,000.00	$22,546.98	$0.00	$125,621.73	$226,668.71

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:

	Narrative 1	Narrative 2	Narrative 3	Narrative 4	Narrative 5	Narrative 6	Narrative 7	Narrative 8	Narrative 9	Narrative 10
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.		Z	Z		Z			Z		
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.					Z			Z		
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		Z								
Support integration of academic skills into CTE programs and programs of study.		Z						Z		
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.		Z			Z		Z			
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.										Z
Not applicable.										

(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
			Engineering, Manufacturing, & Technology	
WBL	Career Connections/WBL Development	$25,000.00		$25,000.00
Program Development	Intellectual Disabilities Program Development		$10,000.00	$10,000.00
Special Populations	Career Exploration Events		$7,000.00	$7,000.00
				$0.00
				$0.00
Personnel SUBTOTAL		$25,000.00	$17,000.00	$42,000.00
Equipment	POS Equipment/Software - Industry Standard		$25,800.92	$25,800.92
				$0.00
				$0.00
				$0.00
				$0.00
Equipment SUBTOTAL		$0.00	$25,800.92	$25,800.92
				$0.00
				$0.00
				$0.00
				$0.00
				$0.00
Non-Personnel SUBTOTAL		$0.00	$0.00	$0.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$3,568.47
2024-2025 Proposed Budget		**$25,000.00**	**$42,800.92**	**$71,369.39**

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.	Z	Z
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.		Z
Support integration of academic skills into CTE programs and programs of study.		
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.	Z	Z
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. Summer Camps, CTE Competitions, Secondary Teacher Training - Summer Camps include but are not limited to: Scrubs, Welding, Firefighting, Aviation, Robotics, CAD/SolidWorks; CTE Competitions include but are not limited to: Welding, CAD/SolidWorks; Secondary Teacher training within CTE
2. $26,500
3. Narrative 2, 5, 8
4. CLNA Element 1, 2, 4

1. CLA-1, Integrated Manufacturing position to support students within special populations.
2. $10,000
3. Narrative 5
4. CLNA Element 1 and 5

1. CLA-2, PTA Military Bridge Program position to support students within special populations.
2. $12,000
3. Narrative 5
4. CLNA Element 1 and 5

*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.*

POSTSECONDARY Narrative for Perkins V Application

*Describe how your consortium plans to use your Perkins award on **Non-Personnel expenditures.** Narrative for <u>each expenditure</u> 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. CTSO Support
2. $16,000
3. Narrative 2
4. CLNA Element 2

1. HS Visits, Career Nights, Competitions, (Transportation/Sub Costs)
2. $4,000
3. Narrative 2
4. CLNA Element 2

1. Professional Development – State and National Conferences and Training opportunities

*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.*

1. Administrative/Indirect Cost
2. $11,333.44
3. Narrative 10
4. CLNA Elements 1-5 Consortium Operations

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

1. Career Connections/WBL Development
2. $25,000
3. Narrative 11
4. CLNA Element 1

1. Intellectual Disabilities Program Development
2. $10,000
3. Narrative 11
4. CLNA Element 5

1. Career Exploration Events
2. $7,000
3. Narrative 11
4. CLNA Element 5

1. Equipment – Support Priority 1 & 2 – LSC Equipment Process
2. $25,800.92
3. Narrative 11
4. CLNA Element 3

1. Administrative/Indirect Cost
2. 2. $3,568.47
3. 3. Narrative 11

Lake Superior		**July 1, 2024 - June 30, 2025 (FY25)** **Budget by Application Narratives**		

DO NOT enter ANY information below--All Amounts will Autopopulate from Other Tabs

Narrative 1:	Secondary	$0.00		$0.00
CLNA	Postsecondary		$0.00	$0.00
	Total	*$0.00*	*$0.00*	*$0.00*
Narrative 2:	Secondary	$96,428.92		$96,428.92
Programs of	Postsecondary		$41,500.00	$41,500.00
Study	*Total*	*$96,428.92*	*$41,500.00*	*$137,928.92*
Narrative 3:	Secondary	$15,000.00		$15,000.00
Partnerships	Postsecondary		$10,000.00	$10,000.00
WIOA, Etc.	*Total*	*$15,000.00*	*$10,000.00*	*$25,000.00*
Narrative 4:	Secondary	$0.00		$0.00
Integrated Academic	Postsecondary		$0.00	$0.00
/Technical Skills	*Total*	*$0.00*	*$0.00*	*$0.00*
Narrative 5:	Secondary	$3,000.00		$3,000.00
Special	Postsecondary		$25,000.00	$25,000.00
Populations	*Total*	*$3,000.00*	*$25,000.00*	*$28,000.00*
Narrative 6:	Secondary	$0.00		$0.00
Work - Based	Postsecondary		$0.00	$0.00
Learning	*Total*	*$0.00*	*$0.00*	*$0.00*
Narrative 7:	Secondary	$0.00		$0.00
Early College	Postsecondary		$2,000.00	$2,000.00
	Total	*$0.00*	*$2,000.00*	*$2,000.00*
Narrative 8:	Secondary	$33,429.20		$33,429.20
Support for	Postsecondary		$22,546.98	$22,546.98
Professionals	*Total*	*$33,429.20*	*$22,546.98*	*$55,976.18*
Narrative 9:	Secondary	$0.00		$0.00
Performance	Postsecondary		$0.00	$0.00
Gaps	*Total*	*$0.00*	*$0.00*	*$0.00*
Narrative 10:	Secondary	$57,000.00		$57,000.00
Governance	Postsecondary		$125,621.73	$125,621.73
	Total	*$57,000.00*	*$125,621.73*	*$182,621.73*
Narrative 11:	Secondary	$71,369.39		$71,369.39
Reserve Funds	Postsecondary		$71,369.39	$71,369.39
	Total	*$71,369.39*	*$71,369.39*	*$142,738.78*
Indirect Cost/	Secondary	$12,000.00		$12,000.00
Administration	Postsecondary		$14,901.91	$14,901.91
Chargeback (5%)	*Total*	*$12,000.00*	*$14,901.91*	*$26,901.91*
	Secondary	$276,227.51		$276,227.51
	Postsecondary		$298,038.10	$298,038.10
PLAN TOTALS	*Total*	*$276,227.51*	*$298,038.10*	*$574,265.61*

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$204,858.12	$71,369.39	$276,227.51
Budget Over/Short	$0.00	$0.00	$0.00
Postsecondary Allocation	$226,668.71	$71,369.39	$298,038.10
Budget Over/Short	$0.00	$0.00	$0.00

Position Number	Position Title	Name (FirstName LastName)	% of Time with Perkins Responsibilities	Secondary, Postsecondary, or Both	Date of Initial Position Funding (MM/DD/YYYY)	Total Budget Amount	Funded thru Basic, Reserve, or Both	Narrative(s) in Which Funding Reported	Notes on Position Creation, Changes in Funding %, Changes in Responsibilities, etc.
Ex	Perkins Grant Coordinator	Alex Bell	100%	Postsecondary	7/1/2011	$67,500	Basic	10	No change from previous two-year plan
Ex	CTE Partnership Specialist	Janice Young	75%	Both	9/1/2021	$43,000	Basic	2, 6	Increase from 50% in previous plan; support from Perkins grant will conclude at the end of this two-year grant
Ex	Data and Accountability Specialist	Bill Sabin	10%	Secondary	9/1/2023	$6,200	Reserve	11	New position focused on addressing performance gaps
1	Perkins Grant Coordinator	Leah Bott	25%	Secondary	7/1/2008	$24,000	Basic	10	No change from previous two-year plan
2	Perkins Grant Coordinator	Jill Murray	20%	Secondary	7/1/2021	$18,000	Basic	10	No change from previous two-year plan
3	Perkins Grant Coordinator	Jill Murray	100%	Postsecondary	7/1/2008	$105,000	Basic	5	No change from the previous two-year plan
4	CLA2 - PTA Military Bridge	Sam Coppoletti	15%	Postsecondary	7/1/2022	$12,000	Basic	5	No change from the previous two-year plan - please note that we have had issues in the way this position was posted (job clasification). We had one CLA in the position for one year and then the way the position was posted was no longer allowed to continue within the position. Working with our HR folks we were able to repost the position with a new job clasification and just recently hired another CLA who started March 2024.
5	WBL - Career Connections	To be determined	100%	Both	9/1/2024	$50,000	Reserve	11	New position Focused on Career Connections Starting Fall 2024
6	CLA1 - Integrated Manufacturing	Nicole Charles	15%	Postsecondary		$10,000	Basic	5	No change from the previous two-year plan
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									

Consortium Plan--Funded Positions

STATEMENT OF ASSURANCES & CERTIFICATIONS

1. The eligible sub-recipient (applicant) will comply with all requirements of Public Law 115-224, *Strengthening Career and Technical Education for the 21ᵗ 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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: _Barnum Public Schools_

District Number/Type: _0091-01_

Superintendent's Name – (Print): _William L. Peel_

W e Peel _____ 4/18/24

Signature   Date

email: _bpeel@isd91.org_

Phone: _218-389-6978_

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Carlton School District

District Number/Type: 93

Superintendent's Name – (Print): Donita Stepan

Signature _Donita Stepan_ Date 4-17-24

email: dstepan@Carlton.K12.mn.us

Phone: 218 384 4225

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____   Date

email: _____

Phone: _____

District Name: Cloquet Public Schools

District Number/Type: ISD #94

Superintendent's Name – (Print): Dr. Michael Cary
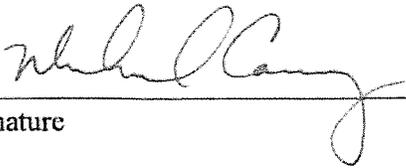
Signature   04-29-2024
                                                   Date

email: mcary@isd94.org

Phone: 218-879-6721

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: _____ Cook County Schools _____

District Number/Type: _____ 01 - 0166 _____

Superintendent's Name – (Print): _____ Chris Lindholm _____
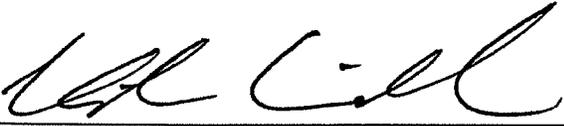
_____   4/22/24
Signature   Date

email: _____ clindholm @ isd166.org _____

Phone: _____ 218 - 387 - 2271 _____

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date

email: _____

Phone: _____

District Name: Cromwell-Wright

District Number/Type: 0095-01

Superintendent's Name – (Print): Nathan R. Libbon

Signature _____ Date 4-19-2024

email: nlibbon@isd95.org

Phone: 218-644-3716 ext.1004

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____   Date

email: _____

Phone: _____

District Name: Duluth Public Schools _____

District Number/Type: 709/01 _____

Superintendent's Name – (Print): John Magas _____

Signature _____   4/26/24   Date
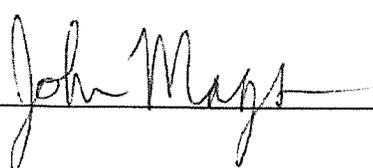
email: john.magas@isd709.org _____

Phone: 218-336-8752 x1109 _____

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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Esko Public Schools

District Number/Type: 99

Superintendent's Name – (Print): Aaron Fischer

Signature _____ Date 4/18/24

email: afischer@esko.k12.mn.us

Phone: ~~218 340-2~~ 218 879-2969

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: _Fond du Lac Ojibwe School_

District Number/Type: _1094-34_

Superintendent's Name – (Print): _Tara Dupuis_

Signature _Tara Dupuis_ Date _4/16/24_

email: _taradupuis@fdlrez.com_

Phone: _218-878-7258_

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: _Hermantown Community School_

District Number/Type: _ISD 700_

Superintendent's Name – (Print): _Wayne Whitman_

Signature _Wayne Whitman_   /Date _4/34/14_
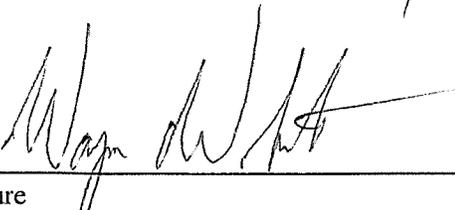
email: _wwhitwam@ISD700.org_

Phone: _218-626-6001_

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: _Lake Superior School District_

District Number/Type: _ISD 381_

Superintendent's Name – (Print): _Jay Belcastro_
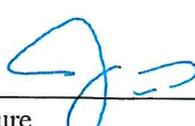
_____   4/23/24
Signature   Date

email: _Jbelcastro@isd381.org_

Phone: _218·834·8201 ext. 8213_

(Duplicate as needed)

1/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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

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

District Name: __McGregor_____
District Number/Type: __#4_____
Superintendent's Name – (Print): __Brad Johnson_____
Signature _____ Date 4/17/24
email: __bjohnson@ isd4.org_____
Phone: __218-768-5126_____
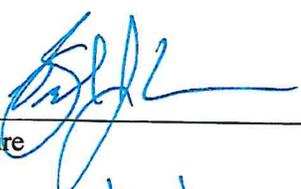
(Duplicate as needed)

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ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature	Date

email: _____

Phone: _____

District Name: __Moose Lake — ISO #97__

District Number/Type: __0097-01__

Superintendent's Name – (Print): __Billie Jo Green__

Billie Jo Green	__4-17-24__
Signature	Date

email: __billiejo.green@isd97.org__

Phone: __(218) 485-4435 x 1108__

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: PROCTOR PUBLIC SCHOOLS

District Number/Type: 0704 - 01

Superintendent's Name – (Print): KERRY JUNTUNEN

Signature _____ Date 04/22/2024

email: Kjuntunen@proctor.k12.mn.us

Phone: (218) · 520 · 3217

(Duplicate as needed)

Revised February 2020

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

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: _____

College: _____

College President's Name (Print): _____

_____
Signature   Date

email: _____

Phone: _____

District Name: _Wrenshall Public School_

District Number/Type: _100 - 01_

Superintendent's Name – (Print): _Jeff Pesta_
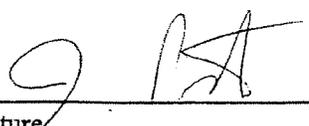
_____ 4/17/24
Signature   Date

email: _jpesta @ isd 100.org_

Phone: _(612) 282 - 3700_

(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 polices and program standards.

ALL STATEMENTS OF ASSURANCES AND CERTIFICATIONS MUST BE SIGNED:

Consortium Name: Lake Superior

College: Lake Superior College

College President's Name (Print): Patricia L Rogers, Ph.D.

Signature _____   Apr 22, 2024

Date

email: patricia.rogers@lsc.edu

Phone: 218-733-7614

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature _____   Date

email: _____

Phone: _____

(Duplicate as needed)