Perkins V Local Application

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

Award Period:	July 1, 2024 – June 30, 2025 (FY25)
Consortium Name:	True North Stars
Total Award Budget:	**$636,839.09**

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.

Minnesota North College	
Big Fork (ISD 318- Grand Rapids)	
Chisholm HS- #695	
Deer River HS-#317	
Ely HS-#696	
Floodwood School #698	
Grand Rapids School District	
Greenway HS -#316	
Hibbing HS-#701	
Hill City School -#2	
IASC #6070	
Int'l Falls HS -#361	
Littlefork/Big Falls #362	

Mesabi East HS #2711	
Mountain Iron-Buhl HS -#712	
Nashwauk Keewatin School-#319	
Northland School #118	
Rock Ridge- #2909	
St. Louis County Northwoods #2142	
St. Louis County- Cherry	
St. Louis County- North East Range	
St. Louis County-Southridge	

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

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

See Attached

Narrative 2: Programs of Study (POS)

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

See Attached

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
Therapeutic Services/ Nursing	funding	y	y	y	0	210 (includes dental)
Welding	S-R	y	y	y	118	23
Engineering and Technology	S-R	y	y	Y	88	60
Construction	S-R	Y	Y	Y	329	33
Transportation	S-R	y	y	y	240	22
Electrical Controls and Maintenance	funding	y	y	y	26	18
Emergency and Fire Management Services	funding	y	y	y	15	16
General Management	S-R	y	y	Y	75	43
Hospitality/ Culinary	S-R	n	y	y	156	6
Natural Resource Systems	S-R	y	y	y	213	95
Veterinary Technology	funding	N	y	N	27	19

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
Marketing	S-R	Y	Y	N	87	Broker
Arts/Audio/ Visual	S-R	y	y	N	92	9
Dental	funding	Y	Y	Y	0	210 (includes nursing)
Early Childhood Development and Services	funding	N	Y	Y	32	89
Law Enforcement Services	funding	Y	Y	Y	0	103
Programing and Software Development	funding	Y	Y	N	41	Broker

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** X	3 ☐	4 ☐	5 ☐

Secondary: Identified in the CLNA narrative 2- Program Size, Scope and Quality to meet the needs of all students, 55.8% of high school teachers said their space, technology and equipment are not up to industry standard. Out of these needs, equipment is the highest. A quote from a teacher, "Districts cannot afford high-cost equipment due to cuts and small department budgets." and we "Need funding to keep it going, budgets are cut and we do more with less."

Post secondary
69.2% of faculty results felt their programs aren't funded properly, with the highest needs identified as materials, software, and equipment.
"Good programs and good people here. We offer a strong program designed to support local and national needs. We need to continue to improve and stay current with equipment and process changes to be relevant and industry standard."
"There are many needs that go unmet because of lack of equity in funding. For example, to keep equipment up to date for student learning on current technology/equipment in their field of study. Cost and options for equipment and technology keeps changing, maintaining and keeping up with resources is challenging.
"One respondent indicated that the Perkins Committees had to prioritize the equipment requests and that some requests went unfunded due to low priority when compared to other programming.

2. Strategies to address need:

- Consortium utilized funding requests that have been developed and are utilized by all consortium educators.
- Upon receiving requests educators will expand and embellish their students' experience with the use of new industry-standard equipment for their program.
- This equipment will prepare students for high wage, high skill and in demand careers
  - Funding in Narratives 2 & 11.

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

- Following state and federal processes and guidelines all equipment will be purchased by June 30, 2025.
- Staff training on equipment where applicable.

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

2. Strategies to address need:
3. Measurable Outcomes (report results in next APR):

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. New courses: examples: Grand Rapids Business will offer a capstone class for juniors and seniors for work experience, Remer will be offering manufacturing for outdoor recreation, and a new CNA class through College in the Schools will be offered across the consortium. The AFNR program at Mesabi East will expand offerings of grow your own greenhouse programs. Partnering with Minnesota North a CITS class for childhood development will be offered to several of our local high schools.
      b. New teacher licensed: Following the completion of CTE Core and WBL Endorsement training in April 2024 our consortium will have 20 new licensed teachers that coordinators will work with to develop syllabi and complete program approvals.
      c. New Program Approvals: Nashwauk-Keewatin will add an AFNR program, Bigfork High School within Grand Rapids school district will have a licensed Construction Teacher and will complete an amendment for a program approval. St. Louis county Schools continue to review, explore and align joint offerings throughout the district.

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

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. Coordinators continue to build partnerships with WBL Special Education programs and Alternative Learning Centers. Several of the teachers who attended a recent licensure training in April 2024 were from these programs. Through these partnerships, we include these special populations to attend any of our career exploration events. In FY25 we will host our first CTE counselor day. One topic identified from our counselors for this meeting is around supporting special populations in CTE. A second area of focus will be sharing and diving into DEED career data as this is an important aspect of their work encouraging/counseling students on future occupations.

We will continue our work with Empower and Women in the Workforce to support female students with opportunities to explore non-traditional careers such as law enforcement, construction, engineering, manufacturing, natural resources, IT, and business. (funding for this work is under narrative 5)

Through a new grant at Minnesota North College, AspireNorth, Perkins will work alongside a new Diversity Equity, and Inclusion team at the college. This is a new team as of spring of 2024, much of FY25 will be spent working with this new team to introduce them to Perkins and CTE. This new team will focus highly on building relationships with 3 local tribal nations. One new team member is a member of a local reservation and comes from U of M Extension and has expensive Native American Partnerships. We will be visiting and changing processes and systems to remove barriers for special populations to enroll in Minnesota North College and CTE programs. (funding for this work is under narrative 5)

Funding:

- **Secondary-$52,591.98**
  - **teacher affinity groups by POS, CTSO, equipment, conferences, career exploration**
  - **narrative #11 reserve funds to develop/improve POS: $90,558.80**
- **Post-secondary-$28,020.80**
  - **equipment**
  - **narrative #11 reserve funds to develop/improve POS $91,792.95**

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: Partnerships and Collaboration	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 ☐

Collaboration with other programs to grow the size, scope and quality of CTE programs instead of operating in silos. We have many programs in Northeast MN to elevate CTE in our region. However, we are duplicating efforts and not maximizing or leveraging funding resources. Due to the merger, the True North Stars are in a position of leadership of convening groups to work on regional projects that will strengthen education and workforce development needs.

Lead regional meetings with Applied Learning Institute(ALI)/ Iron Range Rehabilitation Resources (IRRR), three different career academy/pathway programs, and the new Northeast Service Co-op CTE. This group will identify goals and tactics to tackle issues that affect all schools. One area we already identified to focus on is advocating for CTE levy to go towards CTE programs, a stipend for programs approved, or if a certain number of courses are taught. Another topic identified with this group is better educating admin and school board CTE Day showcasing student stories, business connections, and program development to meet industry standards.

With the merger of True North Stars still being relatively new, secondary coordinators need to spend additional time with Hibbing/Chisholm to learn about their program's area of strengths and opportunities for growth. In addition, they have recently merged to develop a Career Academy program that Perkins should work closer with. Coordinators will train and educate faculty and admin on CTE program development around licenses, program approval, advisory groups, support to underrepresented populations, and teacher recruitment and retention.

We also work closely with the local workforce JET and DEED. Employees from both organizations sit on different workforce committees with Perkins coordinators as well as the JET Executive Director serves on Perkins board.

Post secondary faculty visits and strategy sessions. We will be traveling to each campus to meet with program faculty. There are six campuses and 48 CTE programs. We need to learn more about each program and their specific needs. It is important that this be done in person so we can meet them where they are at and develop relationships, specifically with Rainy River and Vermilion. These are two schools that we have not been able to reach out to yet because they are geographically isolated. It takes over 2.5 hours for Itasca's post-secondary coordinator to travel to Rainy River and Vermilion, or five hours round trip. Due to the fact that Minnesota North College is still newly merged, we have not been able to meet everyone on every campus. When at these campuses not only will we learn about CTE programs but also about student support services for underrepresented populations, and how Perkins can continue to grow those areas to meet the barrier of at-home factors (child care, poverty, trauma, transportation) that hinder students retention in CTE programming. While having these initial meetings with faculty, we have heard several times "we would love to go back to the Perkins lab assistant model for the tech programs. I need less equipment and more hands on deck"--from post secondary faculty. This comment was in regards to the transition of CLA positions off the Perkins grant as they should be institutionalized. This specific programs that shared this feedback, does have its equipment needs met but are struggling with decrease of CNA hours. We want to acknowledge these concerns that came up in CLNA survey data and conversations.

2. Strategies to address need:

1. Host regional workforce partner meetings
2. Secondary- individual strategy meetings with Hibbing and Chisholm to tour their programs, learn their needs and create a plan to growth and strengthen their programs
3. Align funding priorities w/ ALI, NE Service Co-op, JET/workforce and Lake Superior
4. Inclusive with all college campuses and partners
5. Piloted mock interview expand to other high wage/high skill/in demand careers

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

1. We will meet at least two times with regional workforce partner meetings. Because of these meetings workforce partners in our region will be better aligned to better serve our schools and business partners. We will develop 1-2 goals to accomplish together as a group.
2. Secondary- we will get to Hibbing and Chisholm at least 2 times next year. A written plan will be developed laying out their strengths and areas of growth, and make a plan going forward. This plan will strengthen CTE programing at these schools and provide more opportunitites for students and business partner engagement. Measurable outcomes would be 2-3 new industry partners and 2-3 engagements opportunities.
3. Once funding priorities are determined we will communicate that out with teachers, admin and counselors and co-host a meeting to explain priorities collectively as a group of leaders. Because of these meetings attendees will have a better understand of Perkins and priorities and feel better connected and supported by Perkins coordinators.
4. We will travel to Rainy River and Vermillion and meet with their 5-7 college CTE programs. Perkins coordinators haven't visited these campus since covid. Driving 3+ hours to these campuses will build better relationships and provide support to their admin and faculty.
5. We will work with 2 new college programs to expand and host 2 mock interview events.

NEED B:	**This Need is in Element(s):**				
	1	2	3	4	5
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	☐	☐	☐	☐	☐
2. Strategies to address need:					
3. Measurable Outcomes (report results in next APR):					

4. 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.

FY25 to support the initiatives above, workforce center/JET, Career Academies, Career Pathways, and ALI will be funding opportunities in addition to Perkins. Workforce Center/JET has agreed to support over $25,000+ in career exploration events. This opportunity to leverage funding was based on relationships and conversations to utilize resources best. We have both JET and ALI representation on the board. When coming together with resources we can bolster our region to grow CTE. At the secondary level, major career awareness opportunities that are regional collaboration include healthcare camps, Women in the Workforce, Hibbing Career Tech Ed Day, Discovery Healthcare, middle school career events, CareerEdventure, Skills and Knowledge Fair, boot camps, various open houses, 218 trade videos, and the Iron Range Job Fair. Workforce Center/JET also supports MN North Campus with onsite staff to support students at multiple entry points.

- True North Stars will provide several opportunities for students to collaborate with local workforce agencies. Some examples of these activities include:
- EMPOWER Events and camps - Educational panel events for high school females to learn about career opportunities that are primarily non-traditional fields for females.
- JET partnership - Summer workforce training for students, continuous support of local career exploration videos in high- demand careers. In FY25 the application will address continued work with JET/workforce and career exploration Skills camps - high school students participating in competition-based skills training
- CareerExploration and Student Organizations (transportation, faculty advisor travel, and lodging) - FFA, BPA, DECA,
- BPA, SuperMileage, 1st Robotics. In FY25 the application will address continued work with student leadership and CTSO and will support this project financially.
- WBL opportunities- initial experiences—tours, guest speakers, college visits, mid level experiences–job shadow, mock interview, meeting with college faculty in specific programs. high level- internships, student organizations, mentorships
- Advisory Group and board participation from Industry in assisting and training students in program development.
- Expanded potential opportunities in career academy programming.
- MNC-Hibbing held mock interviews for their second year students in the Electrical Construction and Maintenance program. The week prior to the interviews, JET had two representatives come to prep the students with "dos and don'ts" when it comes to interviews. The following Friday, the interviews were held with members of local business and industry as well as JET partners conducting the interviews and providing recorded feedback to the students. The students took part in a one on one interview

and a two person interview. They also provided feedback. The event was incredibly positive and will be repeated as well as added to other campuses at MNC. Here are comments.

Students

"This was my first ever interview and I 100% feel more confident." The interviewers were very helpful and they should continue next year."

Employers

"This is a wonderful event you are doing for our future leaders." "I appreciate this kind of practice being done - not only for the students, but for the interviewers. It is good practice for me too - to help recognize good answers/confidence and know what to look for as I hire people."

    b. Career information related to high-skill, high-wage, or in-demand industry sectors or occupations as identified by the comprehensive local needs assessment.
We will continue to grow work based learning activities for students to get out into business and industry to learn and experience high-skill, high-wage and in-demand careers. Part of Work Based Learning training hosted by Lakes Country Consortium is a lesson planning/activity provided that teachers need to deliver to students on how to use the DEED Data Career Pathways Dashboard to research careers. JET also visits our schools and one of the presentations and activities they lead is called Labor Market Data "Data Driven Economy – Discover how the government classifies occupations according to standard occupation codes & how to explore related wage info & employment outlook: into lead activities. From our CLNA our counselors shared they want more information on high-skill, high-wage, or in-demand industry sectors. We will have both JET and DEED come to this counselor CTE day.

FY25 Continuation of showcasing Virtual Business Tours. Currently, there are 11 videos created. These additional funds will highlight another POS. All videos created have accompanied curriculum and activity guides. See current videos https://www.nemojt.org/3149-2/ These videos are shared with all 22 high schools and 5 colleges and are available for public viewing. We also used these videos in our WBL training for teachers to reference when teaching schools about career research, in-demand jobs, and employability skills.

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

MN North Campuses and Perkins partner with the Northeast Office of Job Training/JET by hosting Vocational Rehabilitation Services on campus for students who are eligible to receive services. One of the TNS board members works with students at the Hibbing Campus in adult basic education programming which is an added benefit in working with that student population. At our college campus we have AEOA (arrowhead economic opportunity agency/Cap agency) who has an office and visits with students regularly and shares their services with faculty.

	Workforce Center Collaboration	Total
1.	(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	$1,000
2.	(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	$6,000
3.	Postsecondary Subtotal	$7,000
4.	(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
5.	(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with Workforce Centers	$12,000
6.	Secondary Subtotal	$12,000
7.	TOTAL	$19,000

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.

Narrative 4: Integrated Academic and Technical Skills

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

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

NEED A:	This Need is in Element(s):				
1. **Prioritized Need Identified in the CLNA** (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
State performance indicators 2S1 and 2S2 are significantly above the exiting the state grant expectation. Because of this the CLNA did not identify a high need for Integrated Academic and Technical Skills. We will continue on our current trajectory. If this changes, we will modify our approach.					
2. **Strategies to address need:**					
3. **Measurable Outcomes (report results in next APR):**					

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

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

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)

FY25 OSHA-10, ServSafe, Automotive. New TSA are funded on a 3-year depreciation cycle. TSA at post-secondary in Engineering is determined by what courses are offered each year. We support our culinary programs to offer ServSafe certification to students by supporting the educator in professional development so they can administer ServSafe to students. We support 3-4 districts with teacher ServSafe training. At post secondary, we spend FY24 reallocation funding to support a law enforcement faculty to become certified in Federal Firearms Instructor Certification. This will allow him in FY25 to administer and train students to earn their certificate. This will save the consortium $10,000 annually that we were having to fund for students.

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.

Through the Northeast Service Co-op and their new state CTE funding, teacher externships will be expanded allowing educators to work during the summer with local industry partners. As part of that Externship they are required to work with that partner during the school year on a project or career connected activity such as tours or guest speakers.

No funding is allocated for TSA as they are on a 3 year depreciation from the grant. Perkins will only fund a decreasing percentage of TSA once they hit three years they transition off the grant.

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: Empower and Aspire North/Tribal Communities	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

E5-Need A: Empower and Aspire North/Tribal Communities
True North Stars Perkins has focused our efforts for the past couple years on supporting the unrepresented population of women in the trades. We have partnered with Empower at Minnesota North College to host Women in the Workforce and Empow(her) summer camps. These camps focus on providing opportunities for girls to explore, engage in hands-on opportunities, industry tours and connect with mentors in careers such as engineering, welding, construction, electrical, natural resources, IT and law enforcement. Even though we have done this work for several years the partnership needs to continue as more females enter 9th grade at the secondary and post secondary.

One new initiative Perkins is looking to partner on is supporting CTE within our Native American Populations. Minnesota North has started a new initiative called Aspire North that looks at a holistic approach to improving access for underserved students and workers to aim toward increasing the region's labor challenge. AspireNORTH will shift the approach from focusing on how the individual is performing within the system to focusing on how the system is performing for the individual. That requires a whole new framework of regional coordination and leadership to build prosperity for our marginalized workers and keep our wealth of knowledge and money close to home. Aspire North received significant grant funding to provide students for transportation, tuition assistance, child care, mental health and build a deeper connection with Tribal Communications such as Bois Forte and Leach Lake. Perkins will be partnering with Aspire North around CTE careers.

This work will help eliminate the barriers for students to enter into CTE. In our survey data the top barrier for students to enter into a CTE program is at home factors of "childcare, healthcare, trauma, not engaged parents, poverty" this was reported 57% of teachers and counselors identifying this as a barrier.

2. Strategies to address need:

1. Actively recruit a board member with a diverse cultural background.
2. Meeting students where they are at by bringing CTE events to reservations.
   a. Minnesota North College will launch a remote learning educational opportunity.
3. Build partnership with nontraditional women workers and students. We will include photos of culturally diverse students in our marketing materials for Women in the Workforce Events.
4. Train counselors on diversity in CTE.

Funding post secondary Narrative 5

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

1. One new diverse board member added to the Governance Board
2. Minnesota North College will host 2 events on local reservation
   a. The remote learning trail will provide hands-on career activities and training to our rural reservation schools.
3. At our Women in the Workforce events we will have at least 1 cultural diverse population represented at each event
   a. Students from Indian Education will attend the Women in the Workforce events. This will be new in FY25
   b. students will be surveyed to ensure we continue to improve and grow programming.
   c. We will increase student participation from 238 to 250 high school girls at women in the workforce. we will also start to engage more college students in the event too, helping with tours, speaking on the panel, leading hands-on activities, and attending the event
   d. we will engage 5 new business partners and careers with Women in the Workforce
   e. Currently the 238 students attending responded they were interested in 193 number of non traditional careers. (some students selected multiple careers) this will increase next year to 220.
   f. Goals of our event are never to be one-and-done events, we want events to have a call to action to lead to next steps in work-based learning and deeper engagement. After Women in the Workforce events we invite all students who attended to one of our summer Empow(HER) girls in the trades boot camps. this is where girls dive deeper with hands-on learning in a variety of careers like carpentry, welding, electrical, hvac, or automotive. At our Empow(HER) camps we will have 25% of the attendees come from those who attended Women in the Workforce and want to learn more at a deeper level.
4. Host a CTE Counselor Day where we will contract with a facilitator to provide professional development on Diversity, Equity and Inclusion in CTE.
   a. 45-55% number of counselors attend
   b. 50% of districts attend

NEED B: Small Rural Schools	**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

E5-Need B: Small Rural Schools
The True North Stars Perkins Consortium has both geographic and district enrollment challenges that affect programming. Geographically we span several hundred miles serving 22 high schools graduating classes from Floodwood at approximately 15 students to our largest school, Grand Rapids of 300 students. Staying abreast of opportunities and growing CTE programs is a significant challenge across the state but increasingly more for rural MN. It is imperative districts take full advantage of growing the educator pool that would be eligible to capture CTE levy and Perkins funds. It was identified that growing the pool is not enough. These new staff members need to be supported with every possible assistance to ensure their success and retention. Ultimately this means time for training, mentoring, group enrichment and one-on- one guidance. CTE levy funds are generated by their willingness to achieve the proper licensure and program approval and yet in many circumstances those funds that are generated are eaten up in the general budget. This is cause for concern and should be addressed.

2. Strategies to address need:

1. Build relationships with small rural schools and onboard them to CTE, Perkins, license and program approval.
    a. Funding under Narrative 10 to travel to rural schools.
2. Connect to regional CTE resources such as ALI, JET, DEED, Northeast Service Co-op.
3. Alignment of regional resources-creating awareness of opportunities for new staff for possible funding sources.

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

1. Coordinators will work with all new teachers that will be hired in CTE. Number to be determined based on training and new hires.
    a. Coordinators will visit small rural schools 1-3 times per year
    b. We will host 2 options for Perkins 101
2. Will host regional workforce and educational meetings to discuss resource alignment 2 times in FY25.
    a. Create flow chart/graph of area funding opportunities/eligibility available to school districts/college

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?

- Leveraging the success of Women in the Workforce by increasing the number of students, careers, and schools, attending the events. We will specifically invite our Native American School Partners to attend Women in the Workforce. Partner with additional business and industry sectors from POS that were identified in CLNA. Women in the Workforce highlights opportunities for women in Engineering, Manufacturing, Construction, Transportation, Business, Marketing, and Natural Resources and will now include Law Enforcement as that is a new POS.
- We will market Women in the Workforce to be welcoming to all, specifically calling out Non-binary and GenderFluid.

Post-secondary barriers to rigorous coursework are supported by counselors, and advisors all of which support students 1:1 with touring and students' study skills. Non-traditional students in these programs of Natural Resources, Nursing, HVAC and Electrical Maintenance are non-traditional genders and economically disadvantaged students. Many of our students in these programs are first-generation college students and the non-coordinator positions support these students with rigorous coursework and retention in the programs.

In FY25 TNS Consortium continues to decrease non coordination positions. Coming into the Merger of True North Stars there were 10 non coordinator positions. Through transition work with supervisors, we were able to decrease to only 4 non coordinators, 2 advisors and counselors and 2 CLA. Between FY24 and FY25 4 non coordinators have transitioned off the grant. This was a cost savings of $25,200 that we were able to allocate toward faculty professional development, career exploration, equipment, and regional CTE support. For Narrative 5 we have 2 counselors and advisors working with non traditional students especially low income and first generation college students. These 2 positions are scheduled to be completely off the grant by FY27.

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

Instructors at the secondary and post-secondary level incorporate career readiness skills embedded within their curriculum. Standards from both the State of Minnesota Department of Education and individual Professional Organizations are incorporated into learning objectives and assessments.

WBL programming is inclusive of the presentation of career readiness skills through the utilization of business and industry guest speakers, resume reviews, career fairs, and other outreach events designed to be supportive of all populations, including those in underrepresented populations and nontraditional students in CTE.

Offering opportunities, where possible, with existing industries that are sensitive to special needs students and/or students with disabilities. For example, MDI has a program in place for workers with special needs, and training may be possible for high school students as part of a WBL programming offering.

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

One new initiative Perkins is looking to partner on is supporting CTE within our Native American Populations. Minnesota North has started a new initiative called Aspire North that looks at a holistic approach to improving access for underserved students and workers to aim toward increasing the region's labor challenge. AspireNORTH will shift the approach from focusing on how the individual is performing within the system to focusing on how the system is performing for the individual. Through this work we will bring together Trio, Upward Bound, College Counselors and local workforce partners who office out of each of our campuses to better understand the current state of Diversity, Equity and Inclusion to then make a strategic plan going forward.

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

This is governed by Title IX federal regulations, the individual member schools and institutions in the consortium are each mandated to follow federal and state guidelines pursuant to the active prohibition of discrimination in any form.
Individual members have established policies, protocols, and procedures for investigating suspected cases of discrimination and are held to the standard by the rule of law. Coordinators will abide by these regulations and work to the best of her/his/their ability with the goal of prevention in the first place, but further to eliminate discrimination

if revealed.

Policies need to be clear and communicated. Ongoing monitoring and analysis of discrimination including individuals within special populations for feedback and suggestions.

Camp and career outreach events always have this disclosure: "This event is for all students from ALL religions, race, ethnicities, ages, genders, sexual orientations LGBTQ+, socio-economic status, physical ability and national or regional origin."

Funding:

- **Post-secondary-$53,000**
  - **counselors and advisors to support special populations and funds towards outreach events for tribal communities and Empower/Women in nontraditional careers**

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: WBL Initiative	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 ☐
E2-Need C: WBL Initiative The True North Stars using educational surveys have identified an enormous need to identify and structure Career Opportunities at both the secondary and post secondary levels specific around WBL, which includes guest speakers, industry tours, Job Shadowing, Internships, CapStone Projects etc. Survey data and discussions with our DEED Data Group reinforced the need to be proactive in this area. Perkins Coordinators are collaborating with Lake Superior Consortium to add a new shared position that will assist in building a network of regional locations and opportunities for teachers and students to access. This will include working with a partner to build the database. This person will also develop training opportunities for educators on how to use and access the database, creating identified prompts, resources and goals for the partners to work with educators and students. There are multiple models that will be explored and researched to build this network and train teachers how to use it. Teachers and/or coordinators do not have the time or often the correct connections to identify the best career resource. This position will begin to break down those barriers, creating business and industry access across multiple pathways for Northern Minnesota. This supports quotes from teachers "I don't have time in my day to organize student tours"					

In addition we will access the MN North grant writer to assist us in researching future grants to support sustainability, but long term the goal is to produce a stellar and successful model that would be supported institutionally by one of the partners.

2. Strategies to address need:

1. Partner with MN North and Lake Superior Consortium to provide a framework and leadership to connect businesses with schools.
2. Provide a one-stop shop for work based learning resources and contact information
3. Support business and industry to partner with high schools and post secondary with WBL

Funding under Narrative 11 at Secondary and Post secondary

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

1. Develop strategy for launching a WBL program in NE MN
   a. Host focus groups with key stakeholders to conduct a SWAT analysis for WBL
   b. Create pitch packet for internal and external stakeholders
   c. Develop funding and sustainability model
      i. Present initiative to 2-3 potential funding streams
   d. Identify timeline to launch program
2. Research and launch website for business and industries to advertise their ability to partner with schools and for teachers and students to be matched and schedule directly their WBL activities.
3. Host training to onboard businesses and industries on best practices to host tours, job shadows, and internships as well as being a engaging guest speaker or work on projects within the school building

NEED B:	This Need is in Element(s):				
1. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
2. Strategies to address need:					
3. Measurable Outcomes (report results in next APR):					

4. 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.

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.

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

In FY25, we will continue one-on-one work with consultants and districts to ensure follow-through and success using their new WBL endorsements. This builds on our success of expanding the WBL initiative. Part 1 was getting the endorsement and part 2 is the launch of programs in the schools. Part 2 is significantly more challenging due to scheduling, graduation requirements, limited CTE teachers, large budget cuts, and placement opportunities.

The fall of 2024 will be only the second year Rock Ridge High School operates under their Career Academies model. Hibbing and IASC Schools received a second YST grant. Hibbing will be in the 2nd year of the YST program. Hibbing recently hired a new Director of Teaching & Learning who will be managing their Career Academies. This person will also launch a new WBL program at Chisholm High School.
 IASC Itasca Area Schools Collaborative will be expanding manufacturing internships to Northland/Remer and Deer River. We will host an IASC internship signing day for manufacturing intern students and their business partners. By expanding internships with these two districts it will increase Native American Population participation by meeting students where they are at in their own community, and removing transportation barriers by traveling 30 minutes to a larger community. Both Deer River and Remer have a 50% non-white population of students.   The special population we are working with in Deer River and Northland Remer is Native American Population. To support this population we will work with Indian Ed, and Fawn Sampson from Minnesota North's Aspire North Program. Fawn is from a tribal community and has connections with many community members. We have monthly meetings set up to work with Fawn.

In addition, we will continue to support WBL- SPED teachers to gain their WBL license. Once these teachers gain the WBL they are now included in all CTE communications, trainings and funding opportunities. We also bring them together to collaborate and share best practices. The last 2 years we supported and coordinated 12 number of sped teachers to gain their WBL through our partnership and training we hosted with Lakes Country with Troy Haugen. We will continue to invite them to be part of this alternative license program   The Sp ed Director of Itasca Area Schools Collaborative (IASC) sits on our Perkins board. We now are inviting all SPED partners to our career and technical events, college open houses, career exploration activities, business tours, and summer boot camps.

We will continue collaboration with other programs supporting WBL such as Career Pathways, Career Academies, JET/Workforce Center, 218 Trades, Lakes Superior Perkins Consortium, Lakes Country Service Cooperative, DEED, Economic Development Agency and Small Business Development, and Northeast Service Cooperative.

At Minnesota North College, through the Aspire North grant, they hired a Career Services Project Coordinator, Molly Franz. We have a meeting scheduled with her to talk about how Perkins can work with the college to offer career services to students. We need to do a better job at post secondary for ALL students to have work based learning opportunities such as tours, job shadows, internships, mock interviews, resume help and local job connections. Perkins will be a voice at the table when this program will be developed. We will also then bring in connections with secondary and business/industry partners.

The consortium supports Workbased learning opportunities through funds for transportation for college visits, industry tours, coordinators time planning mock interview events, summer camps and for teachers to attend professional development focused on WBL.

We will also be partnering with Lake Superior College to launch a career connected website for employers, teachers and students to be matched on Work Based Learning opportunities. All audiences will be able to search and schedule activities such as guest speakers, tours, job shadows and start the process of hosting or applying for internships. We will speak with other consortiums around the state such as Hennepin West and Southeast to learn more about how their websites/databases function. We will also research initiative solutions that are happening nationally.

Funding:

- **Secondary-$52,591.98**
    - **teacher affinity groups by POS, CTSO, equipment, conferences, career exploration**
    - **Narrative #11 $20,000 develop program of studies that need WBL**
- **Post-secondary-$28,020.80**
    - **equipment**
    - **Narrative #11 $20,000 develop programs of study that need WBL**

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: Healthcare Initiative	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 ☐

E3-Need A: Healthcare Initiative

Through several CLNA stakeholder conversations, it was identified that we need to convene a Northeast Regional Health Care Summit to learn about what programs are being offered at secondary, post-secondary, and in the workforce to help address the shortage of workers in many of the healthcare career areas. Through this summit we can learn about the current state and then identify gaps where programs and opportunities can be developed.

Perkins is partnering with Minnesota North College and the Applied Learning Institute (ALI), to expand Healthcare College in the Schools (CIS) course offerings at high schools throughout the region similar to the ones currently offered at Rock Ridge, Deer River and Greenway. This model has worked and we want to replicate it across the region. We know that CNA and EMR certifications are great launching points into many careers in healthcare, and can be a prerequisite to many of our college programs. CNA is the number one area of need in our regions with a projected growth rate of 24.1% from 2020-2030 and projected openings of 103,040 in that same time frame. Emergency Medical Response is in high demand with Minnesota State Careerwise giving the current demand for Emergency Medical Technicians at four out of five stars.. While training opportunities do exist for students to receive EMR/CNA these are not meeting the needs of students and the workforce. This new model would process access and bring education into small rural schools for students to earn both high school and college credit, and an industry-recognized credential. This will set students up for success at the next level whether that will be into a post secondary program or right into an in demand career. We have found that students wanting to enter a nursing program at our college don't realize they need a CNA until it is too late, and at that point, they need to take a year off of school resulting in a gap year, in which many don't return to pursue their education. Many of our school's students are 45 minutes one way from the closest hospital that offers a CNA/EMR course. Transportation and access is a barrier for our students.

In order to offer EMR/CNA, there are multiple guidelines that need to be followed such as a minimum number of beds but also having a college-certified instructor. The students taking these courses look at them such as Certified Nursing Assistant (CNA) and Emergency Medical Technician (EMT)/Paramedic as beginning to getting their college degrees in that area. High school instructors must have at least 18 credits in the field to teach these courses for college credit. To help in this regard, college instructors have gone to the schools to teach these courses until a certified high school instructor can.

Admin Survey Quote:
"We want to expand these opportunities but funding issues and scheduling issues make it difficult." "We are currently trying to add academy-type programs for next year." "We are in the beginning stages of getting students comfortable with the idea of Career Pathways. We are seeing way more girls becoming interested in CTE classes." "Some of these questions are difficult to answer in a sense. We have a very robust "shop" program and CTE programs for automotive, manufacturing, and construction, but we lack in other areas such as healthcare."

2. Strategies to address need:

1. Host a regional healthcare summit. In attendance will be representatives from Perkins, Minnesota North College leadership and faculty, the Northeast Service Cooperative, Applied Learning Institute, Empower, the Iron Range Resources and Rehabilitation Board (IRRRB), high school principals, counselors and superintend, work experience coordinators, grant coordinators, JET, Essentia Health, DEED and area Chambers of Commerce.
   a. This summer we will host a pre-summit meeting to present a new program that Perkins is launching in high schools for CNA.
2. Develop a model to bring CNA into local high schools with post secondary instructors. This will allow students to earn high school and college credit as well as CNA certification. We will create and expand a pathway and scaffolding for students to enroll in for classes in healthcare that build upon knowledge and skills, Intro to Medical Careers, Human Anatomy, Med Terms, Psych. This would help prepare them Jr. and Senior year CNA class in their high school
   a. 3-year pilot program
      i. Year 1: Onboard 5-6 schools
      ii. Year 2: ROTATE–rotate to 5-6 new schools
      iii. Year 3: ROTATE 5-6 new schools and the original 5-6 as the plan is to rotate through every 2 years.
   b. Develop and expand upon relationships for students to complete clinical hours at long term care facilities and hospitals.
   c. While building the program we will simultaneously discuss long term funding structure. it will mostly be a multi funding stream structure, where local high schools pay a percent of the courses after the 3 year pilot. They can also use their ALI/IRRB funds to cover this cost.

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

1. Host healthcare summit and recap sent out to attendees on current state and then identify gaps where programs and opportunities can be developed.
   a. host pre-summit meeting
2. CNA/EMR hosted at 5-6 schools next year
   a. # students each year: **65-75 based on beds/enrollment**
      ■ (if more beds are donated and space in a classroom could add more students-2nd yr)
   b. Students will have access to local facilities to complete clinic hours. transportation will be provided.
   c. Determine what that structure will look like by the end of the academic year.

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

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

4. Provide additional narrative to address the following:

   a. What opportunities are available and/or are being developed for CTE students to earn postsecondary credit while still in high school?

Rock Ridge is working with Minnesota North College-Mesabi Range to establish concurrent enrollment or PSEO for medical careers courses. We are working with Hibbing, Chisholm, Nashwauk-Keewatin, Grand Rapids and Bigfork to offer CNA.
The new course in Deer River will work with Minnesota North College-Mesabi Range to provide EMR courses and college credit. Rock Ridge is also planning hosting this course next year too.
A new program of study for True North Stars is Education. One aspect is with Class Act which students can take in local high school for college credit, a teacher prep course and a work based learning course. In addition we will be offering a new Early childhood development course to local high schools. This will be one course in a sequence of 2 courses, and practicum hours where after both courses students will earn a Childhood Development Associate. Minnesota North College received a grant to expand this work and Perkins is supporting to build the pipeline in high schools. The program will hire coaches to help recruit and retain students for the program. This coach will also manage practicum hours and placement. The grant will pay students for practicum hours work.

Working with Minnesota North College, we are exploring options for students to gain credit for prior learning by completing a Youth Skills Training (YST) internship.

Minnesota North College instructor welding Anna Wald has partnered with Northeast Range High School to teach welding courses for college credit through the College in the Schools (CIS) model. This arrangement has been mutually beneficial and will continue with Northeast Range with the hopes of expanding to other area secondary schools as well.

Funding:

- **Secondary–Under narrative 11, $10,000 toward CIS courses in CNA and EMR**
- **Post-secondary- Under narrative 11, $21,000 towards CIS coures in CNA and EMR ($15,00) $6,000 - Early Childhood**

Narrative 8: Support to Professionals

Use the table below to answer questions 1 – 3. Use one table for each CLNA prioritized need. Copy and paste additional tables if more than two priorities will be addressed.
1234

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

NEED A: 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 ☐

E4-Need A: Professional Development

Both secondary and post secondary educators identified professional development as a need. This need is not being met by general offerings from the individual high schools or the different college campuses as what they are seeking is specific to their program of study. 47.6 teachers feel they don't receive rigorous CTE PD. Barriers for PD are lack of time and money. Perkins will support by covering the cost of training and the sub time for educators to attend. When coordinators learn of different training options from MDE, Minn State, community events, industry specific training we always pass them along to teachers and admin. Through our CTE RFP we fund professional development opportunities that arise during the year that may not have been budgeted for. Our educators want to teach what is current, relevant and industry standard and need to attend PD opportunities in order to learn what is advancing in their field. Often after educators attend training, they want to update their curriculum and Perkins supports it with a structure and application process for applying for funding to update curriculum. Perkins funds support this work. In addition, educators need training on new equipment that they purchase in order to become proficient at it so they can instruct students how to use it properly and safely. Perkins will support teachers with sub time as needed so they have time to set up, train and trouble shoot on new equipment. It is a lot of extra time spent outside the work day learning these new technologies and keeping them maintained. At a post secondary level with the merger, an emphasis is on faculty from a program that is offered at multiple campuses to attend the same training together as a team. As a result they can teach similarly, update their curriculum together and collectively strategize a plan for long term program development.

2. Strategies to address need:

1. The TNS Perkins Consortium will work with partnering affiliates to offer CTE professional development to enrich their understanding of CTE policy and procedures.

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

1. Two consortium members/instructors will participate in the MACTA Policy Fellow program and attend the ACTE National Policy Meeting. They will present at the TNS spring board meeting to educate and update the board.

2. TNS and Lake Superior Consortium will work together with Arrowhead Manufacturing and Fabrication Association/AMFA to provide a Trade and Industry tour and training day.	

NEED B: Industry-Specific Training and Infinity Teacher Teams	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 ☐

E4-Need B: Industry-Specific Training and Infinity Teacher Teams

The True North Stars Perkins Consortium continues to align many programs with the Applied Learning Institute where leveraging funds is a key initiative. Both groups can fund equipment but often CTE specific training or adding enhanced skills/equipment training is not an option as educators have to travel extensively to participate. This is compounded by the scarcity of secondary substitutes, where in some schools there is a " directive" for no out of school travel. The CLNA identified the need to bring this closer to home and take advantage of the experts in our area and/or bring an expert in to work with local pathway sectors. It was identified they need industry specific skills not general PD that often is provided at their local high schools. Program areas will be categorized and specific cohorts of staff will be identified to attend regional training sessions. It should be noted that the administration survey response expressed the need for professional development. CTE educators need specific training options

2. Strategies to address need:

The TNS Perkins Consortium will work with partnering affiliates to offer CTE Professional development to complement the equipment purchases and curriculum updates in Program of Study areas.

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

- Professional Development equipment training will be provided by MN North College instructors for secondary instructors for identified Program of Study Areas (example CNC training) and or attend other state trainings. We will have 8 teachers attend equipment training.
- When hosting teacher infinity groups we will pull together 4-6 new teacher teams across the consortium (computer science, healthcare, business/marketing, manufacturing, early childhood and culinary). of the new collaboration teams, 2 of the groups will be emerging programs of study. these new infinity teacher meetings will include members from secondary and post-secondary. A total of 35 educators from 15 schools and Minnesota North College will attend one of these new collaboration teams.
  - Depending on the goals of these teams and focus areas of learning and development we will most likely bring in industry partners to share what is happening in the field as well.

NEED C: Counselor Support	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 X	5 ☐

E4-Need C: Counselor Support

While surveying counselors on their schools CTE needs it was identified that counselors want more training and awareness on Perkins and CTE topics.

Topics that were identified for additional training needs by counselors looking to gain skills in these topic areas:

- Workforce needs-66%
- WBL - 50%
- Special populations in CTE (gender, ethnicity, economic background, and representation in nontraditional career fields-17%
- Overview of CTE programming pathway- seamless transitions from secondary to post-secondary-66%

5.	Strategies to address need:

We plan to convene counselors from our 22 high schools in our region on a full CTE training day. This will focus on the topics above in addition to bringing in the Applied Learning Institute/IRRB partner and workforce center/JET partner. This will also help support teachers as in one of their surveys they reported that there is a "Lack of interest/understanding in our programs at the administrative/counselor level". Counselors are a critical partner to strengthening and growing CTE and we want to ensure their voice is at the table and we are supporting them.

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

Counseling training is attended by 45-55% of counselors. (Fall 2024) for a first time event and 50% of districts attend

Coordinators will provide critical CTE related information to counselors working with local employers and DEED partners.
1. Short and long-term goals for events, what is hosted and when, what can we rotate through, develop CTE events that explore, mid level/hands on and then high level/capstone experiences.
2. At counselor CTE day ask for their feedback and support in planning college events

7. 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.

   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.

Professional Development: Externships, equipment, licensure cohort model and increased levy funding, workshops/conferences, and regional cluster meetings; in the FY25 budget funds have been allocated for professional development which will improve recruitment, retention, and training of CTE educators majority of funding is in reserve.

FY25 Professional Development will include a shared T & I Summit that will be supported by Arrowhead Manufacturing & Fabricators Association, Northeast Service Cooperative, Lakes Superior and True North Stars Perkins Consortium.

Two additional teacher license cohorts will be brought together for additional support and training. FACS, Business, Hospitality/Culinary, and Communication Technology.

The goal is to include all staff in their discipline areas. It should be noted that subs are almost nonexistent and scheduling is difficult. In addition, at least one district may be on a very restrictive policy to request out of school travel or school career related field trips due to budget cuts and scheduling.

Funding:

- **Secondary-$29,152**
    - **Curriculum development, coordinator local, state and national travel, MACTA policy fellowship–2 educators attend, educator travel for workshop, conferences and professional development local, state and national**
- **Post-secondary-$22,500**
    - **curriculum development, educator travel for workshop, conferences and professional development local, state and national**

The funding to support this work by the Coordinators would be drawn from our Reserve. This was identified as one of our top priorities for Reserve funding.

Develop these teachers' teams into mentorship opportunities and bring in a business partner as well. The other teachers in the Trades often get together through ALI partnerships.
Teachers will be supported through new course and curriculum development funding (reserve). We have TNSboard-approved guidelines for funding based on the level of course development. See Attached

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: 3S1 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 ☐

E1-Need A:

3S1 Post-Program Placement.
SDPL-56.91%,
TNS actual is 50.01%
variance: 6.9%

We will continue to prioritize opportunities for high school outreach through events, camps, workshop shops, tours, and college faculty visiting and partnering with the high schools. Through our CLNA survey data, the highest number of respondents (46%) indicated that the best way to engage with high school students is through college and career fairs or special events which are the best strategy for recruiting students. Perkins can support post-program placement, "additional funding can be used for more events promoting our technical programs and reaching a wider audience of students"

Awareness of CTE programs is the 3rd barrier (46%) that both high school educators and post-secondary educators identify as to why students don't enroll in CTE courses. If students aren't aware of programs, they aren't able to enroll.

2. Strategies to address need:

1. Host a variety of career and technical fairs, hands on activities, camps and events to bring students to campus for them to build an affinity and vision themselves on one of our Minnesota North College campuses. When students come into a campus, have a positive experience they grow in confidence to attend a campus.
2. Review student survey data and attendees to see if they enroll in Minnesota North College CTE Programs, and follow up with faculty to learn how we can retain and help place these students.
3. Partner with tribal communities to share about career and technical education, in some situations bring campus programing and staff to their communities and other times bring students onto minnesota north college campuses
4. Develop strategy to inventory college events, where are their strengths, program gaps and that each event connects or launches to an actionable item/next steps for students
5. Connect with counselors to learn from them about event success.

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

1. Host 6-8 events on college campuses
2. Reviewing surveys of attendance and then viewing their enrollment and placement at the colleges will be a new process for each event and we will want to gather a year of baseline data in order to set goals for the second year of the two year grant (FY26). We will also follow up with all event attendees personally with a tailored email thanking them for attending the event, send pictures and next steps to tour w/ parents, fill out finance aid, Oct/November free app month, and how to apply.
3. NEW Host 2-3 tribal career and technical education events. These are very remote and rural students and it may be the first time they have been on a college campus. We will also work with our remote learning coordinator (new position) to bring a new CTE careers trailer to these schools and communities. This will also work with Fawn Sampson in our Aspire north program.
4. Short and long term goals for events, what is hosted and when, what can we rotate through, develop CTE events that explore, mid level/hands on and then high level/capstone experiences.
5. At counselor CTE day ask for their feedback and support in planning college events. Use this feedback to make continuous improvement on upcoming events. Our counselors are in the schools every day and hearing what students need and are looking for when it comes to a college program. learning first hand form our counselors will only improve our events and help us focus on any gaps we might be facing.

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?

   Research was done on a district level to view the economically disadvantaged students as CTE concentrators who have a post program placement at a 2 year, 4 year or employment

School		numerator	denominator	actual	performance gap	SDPL
Hibbing						
	2 year	16	43	37.21%		**-19.70%**
	4 year	1	43	2.33%		**-54.58%**
	employment	1	43	2.33%		**-54.58%**
	Economic Disadvantaged	1	13	7.69%	5.36%	**-49.22%**
Rock Ridge						
	2 year	22	66	33.33%		**-23.58%**
	4 year	16	66	24.24%		**-32.67%**
	employment	1	66	1.52%		**-55.39%**
	Economic Disadvantaged	7	16	43.75%	-15.32%	**-13.16%**
Grand Rapids						

	2 year	60	200	30%		**-26.91%**
	4 year	34	200	17%		**-39.91%**
	employment	2	200	1%		**-55.91%**
	Economic Disadvantaged	29	71	40.85%	**-6.65%**	**-16.06%**
Mount Iron-Buhl						
	2 year	6	14	42.86%		**-14.05%**
	4 year	1	14	7.14%		**-49.77%**
	employment	0	14			
	Economic Disadvantaged	2	7	28.57%	**-14.29%**	**-28.34%**
Deer River						
	2 year	3	14	21.43%		**-35.48%**
	4 year	4	14	28.57%		**-28.34%**
	employment	0	14			**-56.91%**
	Economic Disadvantaged	4	11	36.36%	**-13.64%**	**-20.55%**
Chisholm						
	2 year	7	12	58.33%		1.42%
	4 year	0	12			**-56.91%**
	employment	0	12			**-56.91%**

	Economic Disadvantaged	2	3	66.67 %	8.34%	**9.76%**

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

The True North Stars Consortium has discussed restructuring career activities to infuse a Pyramid structure for student career exploration activities/events. Which then would identify exposure or large activities/events, building to more specific smaller groups/or grades to offer a more in-depth experience such as camps, or small group tours specific to a program interest. Ultimately the "top of the pyramid" would include very direct career/course program opportunities to work with college instructors or programs specific to interest and future enrollment.

We are currently working with our post-secondary faculty on the Minnesota North College-Mesabi Range Eveleth campus to make our high school open houses more hands-on. Rather than tour all programs, the students pick two that they would like to be a part of. The faculty will have a unique hands-on activity planned for the students. The students get to take part in rather than just hear about the program.

Minnesota North College held an event on the Bois Forte Band of Chippewa Indian Reservation to promote awareness of the various programs on the MNC-Hibbing, Itasca, Mesabi Range, Rainy River, and Vermilion campuses. It was a program fair offering multiple hands-on activities.

Welding instructor Anna Wald traveled to Red Lake High School to promote the welding program on the MNC-Mesabi Range Eveleth campus. She brought a welding simulator that gave students a hands-on experience.

Funding:

- **Post-secondary-Narrative 11, $10,719.99**
  - In the reserve under Performance Gaps funding area **we have budgeted $10,719.99** towards events to help increase our 3S1 secondary post program placement. These funds will cover transportation, stipend for faculty to lead summer camps, materials for hands-on activities, recruitment materials for special populations attending women in the workforce and then adding new tribal CTE events.

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: equipment labeling	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 ☐
One finding from the state monitoring visit was to improve the process for labeling equipment.					
2. **Strategies to address need:**					
Coordinators will work towards developing a process to label equipment going forward, and also retroactively label previously purchased equipment.					
3. **Measurable Outcomes (report results in next APR):**					
1. Previously purchased equipment will be labeled with state recommended asset tags 2. FY25 new purchased will be labeled with state recommended asset tags					

NEED B: Coordination to manage grant	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. True North Stars 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:

1. Perkins Funded Positions—these are funded under narrative 10 and reserve

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 comprehensive local needs assessment (CLNA) 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. (See attached POS)

      b. Each program of study must meet the seven minimum requirements specified in the *State recognized Programs of Study User Guide*.

   7. Participate in regional, state, and national CTE and Perkins related events

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

4. 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.

Governance Board
● Business and Industry: various career fields.....7-8 representatives
● Post-secondary admin and faculty: ....3 representatives
● Secondary Educational Administrators: .....5 representatives
● Secondary CTE Licensed Educators: ......3 representatives
● Regional Career Partners NEMOJT, DEED, ALI, Chamber,etc..... 4 representatives
● At Large Community Members: parent, student, retired educator, etc.....1-2 representatives
● TOTAL: 23-25
Leadership positions: chair, vice-chair, treasurer, secretary(coordinator)

The True North Star board's mission is "*Connecting business and education with learning to prepare them for a productive future through educational and career opportunities.*" The newly formed Perkins True North Stars was established with an orientation kick-off in December 2021. When developing the board it was important to have representation from the three previous consortia and a variety of regional partners representing multiple CTE areas. It is a priority for the board to have representation that are specific and align to current Program of Study areas. The board also has representation to ensure equal access to our small rural K-12 schools in addition to our larger city schools.

Currently, we have two working committees: the DEED Data (CLNA/POS committee) and the Finance committees. The DEED Data (CLNA and POS committee) reviews data from districts, post-secondary, and business and industry. This committee meets two to three times per year. The second committee is the finance committee, which is highly involved with the development of the budget. They review all secondary and post-secondary requests by using a scoring matrix and then meet three times to discuss and prioritize requests. The finance committee then recommends the budget to the board for review and final approval.

<u>Fiscal Decision-Making</u>

- A finance subcommittee was formed to develop a budget for the FY23 grant application. A multi-level process was used to review secondary and postsecondary requests. The finance group used a decision-making rubric to prioritize funding decisions based on Perkins goals of size, scope, quality, support of CTE instructors, and access to CTE for all students regardless of special populations or underrepresented groups. This finance subcommittee met six times to determine the budget.
  - Finance Working Group
    - Treasurer will act as chair of the finance group
    - Will review education requests for programming needs
    - Assist coordinators in fiscal planning and decisions of budget to present to board to vote
    - Representation of business/industry and education. Seven to nine members total
    - Two to four meetings per year
- The following is a process and timeline of fiscal recommendations and decision-making that occur annually.
  - Step 1- Oct
    - Understand the current fiscal status factoring in new summer hires, retirements and program changes at secondary and post-secondary.
  - Step 2- Nov.
    - The Finance Working Group agrees on reallocation and next FY budget approach and timeline (revise and update on an annual basis)
  - Step 3- Dec.
    - The Finance Working Group meets to reviews and approve the request forms for reallocation and next FY
  - Step 4 -Jan
    - Reallocation requests sent to secondary and post secondary
    - Finance Working Group reviews all reallocation requests for size, scope and quality
    - Coordinators host training for process to request funds for next FY to review documents and explain decision making process
  - Step 5 - Feb
    - Next FY requests sent to secondary and post secondary along with decision making matrix for educators to understand how each request will be reviewed
  - Step 6 -March
    - The Finance Working Group reviews all requests, using the Fiscal Decision Matrix to score requests based on size, scope and quality. We meet as a Finance Working Group to discuss each request and build a budget draft.
  - Step 7 - April
    - Full board meets to review and vote to approve to approve the the Finance Working Group Budget Draft
  - Step 8 - May
    - Coordinators submit budget to the state
  - Step 9- July
    - Implementation of the approved budget

The True North Stars Consortium is supported by three coordinators that oversee all aspects of the Perkins grant. Salary is supported in narrative 10 and in Reserve funding to support new programing and to guide performance improvement. This allows the consortium to work as a unified entity with east and west coordination serving all high schools
and colleges in the consortium

In addition to the salary that is budgeted under Narrative 10, we also allocated funds towards coordinator professional development and travel. There is a significant cost that is needed to support coordinators coming together frequently to meet and because a central location is a geographic challenge in a consortia as large as True North Stars. But time in person ensures we collaborate and work together to communicate to our educators and partners. Also, we budget funds to ensure we are able to visit and support our small rural schools. These schools often see turnover in teachers and there aren't as many support systems in these schools for CTE. Coordinators provide higher level support needed for these schools and it takes visits to build relationships and train on Perkins, license and Program Approval.

Secondary and Postsecondary coordinators work and meet together on a weekly basis from a two hour zoom meeting - full day collaboration meetings at MN North Hibbing Campus. (Central location for all coordinators) to ensure program alignment and planning is happening on a regular basis. This is evident in budget planning, program and event planning and creating seamless opportunities for students and staff for career development and future workforce development.

To support communication coordinators will host several zoom and in person meetings. In the fall we host a Perkins 101 as a refresher or to help onboard new educators. In December/January we will host an annual State of the Union Perkins meeting to update on any new local, state or federal initiatives. This will help set the stage for goal setting and budget requests for the following year. Perkins coordinators also work on communication during individual school, Program of Schools or college program visits. Throughout the year as events, initiatives, or activities arise we will email them out to our educators, admin and workforce partners.

Funding:

- **Secondary-$117,374.36**
  - **coordinator salary and fringe, Memberships for chamber and MACTA and 5% admin**
- **Post-secondary-$110,764.25**
  - **coordination salary and fringe, board development for meetings and travel, and 5% admin**

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: Evolving 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 ☐	3 X	4 ☐	5 ☐
Through the CLNA process with the survey we received and the DEED data we reviewed our emerging Programs of Study we will be focusing on for the next grant cycle are Computer Science, Dental, Early Childhood and Law Enforcement. We added Law Enforcement as a new POS for FY23 and determined we still need additional time to grow this program. There is also a new instructor this year that we are going to focus on supporting with PD and time training and onboarding him to Perkins.					

- Computer Science- Funding of Study Program working towards state-recognized POS. "In the final phase of development" see the grid below.
  - Computer network support specialists 2020-2030 - 9.6%
  - Software Development - Projected Growth Rate from 2020-2030 - 10.1%

- Dental - Dental Assistant POS –1
  - Projected Growth Rate from 2020-2030 - 6.2%

- Early Childhood - Funding of Study Program working towards state-recognized POS. "In the final phase of development" see the grid below.
  - Preschool Teachers (Except Special Education) Projected Growth Rate from 2020-2030 - 20.3%

- Law Enforcement - Funding of Study Program working towards state-recognized POS. "In the final phase of development" see the grid below.
  - Police and Sheriff's Patrol Officers Projected Growth Rate from 2020-2030 - 9.5%

- Manufacturing- POS #2 (using reserve funds to support our top 2 POS as these are the greatest needs in our region.We are doing good work in manufacturing but it is not meeting the workforce demand)
  - welding career growth - While there is only 3% growth in Northeast Minnesota, there is 7.7% growth throughout Minnesota and 8.2% nationally. There will be a need for about 11,233 new Welders, Cutters, Solderers, and Brazers to meet market demand between 2020-2030. The high wage in Northeast Minnesota tops out at $30.32 an hour.
  - Machinist career growth- growth for Minnesota is 6.9%, and in NE MN the median income is $29.87 per hour which is the highest for rural Minnesota.
  - Industrial Machining and Mechanics- growth for Minnesota is 18.9%, and NE MN the median income is $38.56 which is the highest in the state becuase of the mining industry.

  - Manufacturing equipment, PD,and career exploration Cherry-Langmurie CNC table $6,205, Deer River-6 mig welders & argon regulators, Mig 205 Pro Aluminium Welder $3,106, Ely-Precision Matthew Metal Lathe $4,717.51, Floodwood-CNC training St. Cloud $1,510, Grand Rapids Sagola Spray Bun, Tig Foot Pedal Control $1,000, Nashwauk Keewatin, Fab Tech Conference $2,200, Deer River-6 mig welders, Mig 205 Pro Welder-$3,106, Northland-Remer - Curriculum writing, Multi Process welder, Easton Enterprise Handwrappers BEHW set of 12, Touch photo software, Corel draw software -$9,200.
    - total: $27,758.51 (475 - 303-sub award)
    - Narrative 2,8,11
    - CLNA Element 2

- Healthcare- POS #1, however our secondary schools don't have programming in these areas. Reserve funding is supporting partnership with a CIS course.
  - projected growth rate CNA/RN/LPN
    CNA - 4.8 % job growth in Northeast Minnesota with a median wage topping out at $18.26 per hour.
    RN - 6.5% growth in Northeast Minnesota with a high wage topping out at $42.06 per hour.
    LPN - 6.3 % growth in Northeast Minnesota with a median wage topping out at $24.51 per hour.
  - projected growth rate for dental assistant is 6.2% in Northeast Minnesota with a median wage topping out at $26.20 per hour.
  - see Need C below and Narrative #7.

When we are supporting an evolving program of study we have a three-pronged approach. We focus on growing the program through 1) equipment needs that align with industry standards 2) professional development of faculty and 3) outreach with local high schools. Before we approve equipment funds in an emerging program we ask for a plan how the equipment will be used to retain current students and outreach to potential students. During the next 2 year grant cycle we will spend time meeting with these programs on a more consistent basis to learn their strengths and areas of need their advisory board identifies.

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

2. Strategies to address need:

1. Meet with each program to complete a SWAT analysis, from there we will set goals on needed equipment, professional development and outreach plan.
2. Attend advisory meeting with each emerging program
3. Computer science will hire a consultant to be a project manager for aligning and growing programing at both high school and college.
4. Early childhood will offer a new CIS course for 4-6 districts

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

1. Complete SWAT analysis for each program.
   a. Host program specific outreach activities within 2 years
2. Coordinators will attend one advisory meeting
3. Rubric of current status, and identified curriculum alignment resources for future
4. 12-18 students will complete the new CIS course. Development plan to roll out to additional districts

NEED B: Work Based Learning	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 ☐
See Narrative 6 for additional information on work based learning. budget $40,000					
Reserve Category: ☐ Performance Gaps X Develop or Improve POS/CTE programs					
2. Strategies to address need:					
3. Measurable Outcomes (report results in next APR):					

NEED C: Healthcare Initiative	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 ☐
See Narrative 7 for additional information on early college will growth healthcare program of study by offering CNA and EMR courses in high school . budget $25,000					
Reserve Category: ☐ Performance Gaps X Develop or Improve POS/CTE programs					

NEED C: 3S1- post secondary placement	This Need is in Element(s):				
5. Prioritized Need Identified in the CLNA (copy text from CLNA Results & Priorities into field below):	1 X	2 ☐	3 ☐	4 ☐	5 ☐

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

6. 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.

   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.

To support and development programs of study we funded communication technology/IT, manufacturing, healthcare and work based learning with reserve funds. At post secondary we added in dental and early childhood. This supports programs of study needs in these areas of equipment, professional development and outreach activities.

In FY25 TNS Consortium continues to decrease non coordination positions. Coming into the Merger of True North Stars there were 10 non coordinator positions. Through transition work with supervisors, we were able to decrease to only 4 non coordinators, 2 advisors and counselors and 2 CLA. Between FY24 and FY25 4 non coordinators have transitioned off the grant. This was a cost savings of $25,200 that we were able to allocate toward faculty professional development, career exploration, equipment, and regional CTE support. For Narrative 11 we have 2 CLA working programs of study in our top priority POS nursing and HVAC/Electrical Construction.   These 2 positions are scheduled to be completely off the grant by FY27.

Coordination salary is split between basic and reserve to ensure all goals, objectives, carry out strategies to increase performance gaps and launch emerging programs.

Funding:

- **Secondary-$107,907.94**
  - Performance gaps- $11,954.14
    - coordination salary and fringe
  - Programs of study- $90,558.80

- ■ CNA/EMR faculty, WBL, equipment, pd, career exploration, discover healthcare.
  - ● POS-healthcare, communication tech/IT, manufacturing
- **Post-secondary-$107,907.94**
  - ○ Performance Gaps- $10,719.99
    - ■ These funds will cover transportation, stipend for faculty to lead summer camps, materials for hands-on activities, recruitment materials for special populations attending women in the workforce and then adding new tribal CTE events.
  - ○ Programs of study- $91,792.95
    - ■ coordination salary and fringe and travel, WBL, CIS CNA/EMR/Early Childhood, CLA-nursing and HVAC/Electrical Construction positions, equipment, teacher affinity/retention groups by POS.
    - ■ POS-healthcare, communication tech/IT, manufacturing, dental, early childhood Funding of Study Program working towards state-recognized POS. "In the final phase of development" see the grid below. Which identifies programs in development that will futuristically appear as a state-recognized program of study. This grid is formatted similarly to the POS spreadsheet for easy review.

Arts_Communications_Information_Systems Arts_Audio_Video_Technology_and_Communications Printing_Technology	Arts_Communications_Information_Systems Information_Technology Programming_and_Software_Development	Human_Services Human_Services_Pathway Early_Childhood_Development_and_Services	Human_Services Human_Services_Pathway Early_Childhood_Development_and_Services	Human_Services Law_Public_Safety_Corrections_and_Security Law_Enforcement_Services	Human_Services Law_Public_Safety_Corrections_and_Security Law_Enforcement_Services
Chisholm, Grand Rapids, Hibbing (All 171502)	St. Louis County (All 171512)	Rock Ridge (090101)		NA	
Minnesota North College	StCloud_Technical_Community_College_059	Minnesota North College	Please Select...	Minnesota North College	Minnesota North College
Graphic Design Media	Computer Programming	Child Development Competency	Please Select...	Law Enforcement	Wildland/Wildlife Law Enforcement
Please Select...	Please Select...	Child Development	Please Select...	Law Enforcement Skills - Clinical Component	Park Ranger Law Enforcement Academy
Please Select...	Please Select...	Please Select...	Please Select...	Law Enforcement Transfer Pathway	Please Select...
Yes	in development	Yes		No	
Reserve		Reserve		Reserve	

Perkins-Funded Positions

Submit the following with your application materials:
- Completed *Perkins-Funded Positions* spreadsheet
- Position descriptions for every position partially or fully funded by Perkins

Required Documentation

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

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

To be submitted with the FY25 Local Application (award period: July 1, 2024 – June 30, 2025)

Consortium Name:	True North Stars

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):

CLNA POS Decision-Making

- A DEED Data Working Group (CLNA/POS committee) subcommittee was formed for the FY25 grant application. Although the official CLNA is required every year, the coordinators and board members review data annually to create a more seamless structure. This allows the opportunity to change and pivot POS choices if the regional needs change.
    - DEED Data Working Group
        - Support Comprehensive Local Needs Assessment (CLNA), every two years
        - Review DEED data of current and upcoming career needs
        - Review survey data from local Perkins Partners
        - Determine Programs of Study/top ten careers
    -
        - Representation of business/industry and education. Six to eight members total
        - Two to three meetings per year in December- February of a CLNA year
- The following is a process and timeline of fiscal recommendations and decision-making that occur annually.
    - Step 1-Oct
        - Determine audiences who will be surveyed
        - Develop questions for stakeholders
    - Step 2- Nov/December
        - Form DEED Data Working Group
        - Perkins state NE Minnesota Real-time talent zoom
        - DEED presentation for Perkins sub-committee members
    - Step 3-Dec/January
        - Collect surveys
        - DEED Data Working Group meets to review Deed data
        - DEED Data Working Group meets to review the education survey results DEED Data Working Group conversation around alignment of Deed data and education survey results
    - Step 4-January/February
        - DEED Data Working Group determines CLNA goals and drafts POS recommendations
    - Step 5. March/April
        - Fiscal documents were updated to align with the newly determined POS and emerging programs
    - Step 6-April
        - Board votes to approve CLNA,POS and FY25 Perkins grant application.
    - Step 7- July
        - Implementation of CLNAPOS and FY25 Perkins grant application.

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
Marie Domiano	Executive Director	JET/Workforce Center
Karie Sailstad	HR	US Steel
Kelly Hertling	HR	L and M Radiator
Ryan Lindsay	High School Teacher	St. Louis County Schools
Nichole Arbour	Business Consultant	Itasca Economic Development Corporation and Small Business Development
Clarissa Spicer	Northeast Region Assistant Manager | Division of Forestry	DNR
Alyssa Richards	Faculty-Wilderness & Park Management / Emergency Medical Services Program	Minnesota North College
Teresa Applewick	Executive Director	Laurentian Chambers of Commerce
Carson Gorecki	Regional Labor Market Analyst	DEED
Shannon Malovrh	Perkins Coordinator	True North Stars
Chris Vito	Perkins Coordinator	True North Stars
Jane Shade	Perkins Coordinator	True North Stars
Jill Murray	Perkins Coordinator	Lake Superior Consortium
Leah Bott	Perkins Coordinator	Lake Superior Consortium
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

Name	Title	Group Represented
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

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

Prioritized Needs / Barriers:	Narratives to Address the Need										
	1 CLNA	2 POS	3 WIOA	4 Skills	5 Pops	6 WBL	7 PS	8 Prof	9 Gaps	10 Gov	11 Res
Element 1: Student Performance of Required Performance Indicators											
Need A: **Post-Program Placement. SDPL-56.91%, actual is 50.01%**	x								x		x
Need B: **Consoirtumn Governance**										X	
Element 2: Program Size, Scope, and Quality to Meet the Needs of All Students											
Need A: **Equipment to meet industry standards**	x	x						x			x
Need B: **Partnership and Collaboration**	x	x	x			x				x	
Element 3: Progress Towards Implementation of CTE Programs of Study											
Need A: **Healthcare Initiative**	x	x					x				x
Need B: **Emerging Programs**	x	x									x
Need C: **WBL Initiative**	x	x			x	x					x
Element 4: Improving Recruitment, Retention, and Training of CTE Professionals											
Need A: **Professional Development** *(cord professional dev. under governance)*	x							x		x	
Need B: **Industry-Specific Training and Infinity Teacher Teams**	x	x				x		x			
Need C: **Counselor Support**	x		x					x			
Element 5: Progress Towards Equal Access to CTE Programs for all Students											
Need A: **Empower and Aspire North/Tribal Communities**	x		x	x							
Need B: **Small Rural School**	x				x					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: 3S1 Post-Program Placement. SDPL-56.91%, actual is 50.01%

We will continue to prioritize opportunities for high school outreach through events, camps, workshop shops, tours, and college faculty visiting and partnering with the high schools. Through our CLNA survey data, the highest number of respondents (46%) indicated that the best way to engage with high school students is through college and career fairs or special events which are the best strategy for recruiting students. Perkins can support post-program placement, "additional funding can be used for more events promoting our technical programs and reaching a wider audience of students"

Awareness of CTE programs is the 3rd barrier (46%) that both high school educators and post-secondary educators identify as to why students don't enroll in CTE courses. If students aren't aware of programs, they aren't able to enroll.

E1-Need B: Consoirtumn Governance

In accordance with federal and state laws governing Perkins V, there is a need for leadership within the consortium. True North Stars 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–Equipment to meet industry standards

Secondary: In the CLNA process through surveys we learned that 55.8% of high school teachers said their space, technology and equipment are not up to industry standard. Out of these needs, equipment is the highest. A quote from a teacher, "Districts cannot afford high-cost equipment due to cuts and small department budgets." and we "Need funding to keep it going, budgets are cut and we do more with less."

Post-secondary
69.2% of faculty results felt their programs aren't funded properly, with the highest needs identified as materials, software, and equipment.
"good programs and good people here. We offer a strong program designed to support local and national needs. We need to continue to improve and stay current with equipment and process changes to be relevant and industry standard."
"There are many needs that go unmet because of lack of equity in funding. For example, to keep equipment up to date for student learning on current technology/equipment in their field of study. Cost and options for equipment and technology keeps changing, maintaining and keeping up with resources is challenging.
"One respondent indicated that the Perkins Committees had to prioritize the equipment requests and that some requests went unfunded due to low priority when compared to other programming.

One finding from the state monitoring visit was to improve the process for labeling equipment. Coordinators will work towards developing a process to label equipment going forward, and also retroactively label previously purchased equipment.

E2-Need B- **Partnership and Collaboration**

Collaboration with other programs to grow the size, scope and quality of CTE programs instead of operating in silos. We have many programs in Northeast MN to elevate CTE in our region. However, we are duplicating efforts and not maximizing or leveraging funding resources. Due to the merger, the True North Stars are in a position of leadership of convening groups to work on regional projects that will strengthen education and workforce development needs.

Lead regional meetings with Applied Learning Institute(ALI)/ Iron Range Rehabilitation Resources (IRRR), three different career academy/pathway programs, and the new Northeast Service Co-op CTE. This group will identify goals and tactics to tackle issues that affect all schools. One area we already identified to focus on is advocating for CTE levy to go towards CTE programs, a stipend for programs approved, or if a certain number of courses are taught. Another topic identified with this group is better educating admin and school board CTE Day showcasing student stories, business connections, and program development to meet industry standards.

With the merger of True North Stars still being relatively new, secondary coordinators need to spend additional time with Hibbing/Chisholm to learn about their program's area of strengths and opportunities for growth. In addition, they have recently merged to develop a Career Academy program that Perkins should work closer with. Coordinators will train and educate faculty and admin on CTE program development around licenses, program approval, advisory groups, support to underrepresented populations, and teacher recruitment and retention.

We also work closely with local workforce JET and DEED. Employees from both organizations sit on different workforce committees with Perkins coordinators as well as JET Executive Director serves on Perkins board.

Post secondary faculty visits and strategy sessions. We will be traveling to each campus to meet with program faculty. There are six campuses and 48 CTE programs. We need to learn more about each program and their specific needs. It is important that this be done in person so we can meet them where they are at and develop relationships, specifically with Rainy River and Vermilion. These are two schools that we have not been able to reach out to yet because they are geographically isolated. It takes over 2.5 hours for Itasca's post-secondary coordinator to travel to Rainy River and Vermilion, or five hours round trip. Due to the fact that Minnesota North College is still newly merged, we have not been able to meet everyone on every campus. When at these campuses not only will we learn about CTE programs but also about student support services for underrepresented populations, and how Perkins can continue to grow those areas to meet the barrier of at-home factors (child care, poverty, trauma, transportation) that hinder students retention in CTE programming. While having these initial meetings with faculty, we have heard several times "we would love to go back to the Perkins lab assistant model for the tech programs. I need less equipment and more hands on deck". We want to acknowledge these concerns that came up in CLNA survey data and conversations.

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: Healthcare Initiative Through several CLNA stakeholder conversations, it was identified that we need to convene a Northeast Regional Health Care Summit to learn about what programs are being offered at secondary, post-secondary, and in the workforce to help address the shortage of workers in many of the healthcare career areas. Through this summit we can learn about the current state and then identify gaps where programs and opportunities can be developed. In attendance will be representatives from Perkins, Minnesota North College leadership and faculty, the Northeast Service Cooperative, Applied Learning Institute, Empower, the Iron Range Resources and Rehabilitation Board (IRRRB), high school principals, counselors and superintend, work experience coordinators, grant coordinators, JET, Essentia Health, DEED and area Chambers of Commerce. This summer we will host a pre-summit meeting to present a new program that Perkins is launching listed below. Perkins is partnering with Minnesota North College and the Applied Learning Institute (ALI),to expand Healthcare College in the Schools (CIS) course offerings at high schools throughout the region similar to the ones currently offered at Rock Ridge, Deer River and Greenway. This model has worked and we want to replicate it across the region. We know that CNA and EMR certifications are great launching points into many careers in healthcare, and can be a prerequisite to many of our college programs. CNA is the number one area of need in our regions with a projected growth rate of 24.1% from 2020-2030 and projected openings of 103,040 in that same time frame. Emergency Medical Response is in high demand with Minnesota State Careerwise giving the current demand for Emergency Medical Technicians at four out of five stars.. While training opportunities do exist for students to receive EMR/CNA these are not meeting the needs of students and the workforce. This new model would process access and bring education into small rural schools for students to earn both high school and college credit, and an industry recognized credential. This will set students up for success at the next level whether that will be into a post secondary program or right into an in demand career. We have found that students wanting to enter a nursing program at our college don't realize they need a CNA until it is too late, and at that point they need to take a year off of school resulting in a gap year, in which many don't return to pursue their education. Many of our school's students are 45 minutes one way from the closest hospital that offers a CNA/EMR course. Transportation and access is a barrier for our students. Admin Survey Quote: "We want to expand these opportunities but funding issues and scheduling issues make it difficult." "We are currently trying to add academy type programs for next year." "We are in the beginning stages of getting students comfortable with the idea of Career Pathways. We are seeing way more girls becoming interested in CTE classes." "Some of these questions are difficult to answer in a sense. We have a very robust "shop" program and CTE programs for automotives, manufacturing, and construction, but we lack in other areas such as healthcare."

E3-Need B : Emerging Programs

Through the CLNA process with the survey we received and the DEED data we reviewed our emerging Programs of Study we will be focusing on for the next grant cycle are Computer Science, Dental, Early Childhood and Law Enforcement. We added Law Enforcement as a new POS for FY23 and determined we still need additional time to grow this program. There is also a new instructor this year that we are going to focus on supporting with PD and time training and onboarding him to Perkins.

- Computer Science-
  - computer network support specialists 2020-2030 - 9.6%
  - Software Development - Projected Growth Rate from 2020-2030 - 10.1%

- Dental - Dental Assistant
  - Projected Growth Rate from 2020-2030 - 6.2%

- Early Childhood - Preschool Teachers (Except Special Education)
  - Projected Growth Rate from 2020-2030 - 20.3%

- Law Enforcement - Police and Sheriff's Patrol Officers
  - Projected Growth Rate from 2020-2030 - 9.5%

When we are supporting an emerging program of study we have a three-pronged approach. We focus on growing the program through 1) equipment needs that align with industry standards 2) professional development of faculty and 3) outreach with local high schools. Before we approve equipment funds in an emerging program we ask for a plan how the equipment will be used to retain current students and outreach to potential students. During the next 2 year grant cycle we will spend time meeting with these programs on a more consistent basis to learn their strengths and areas of need their advisory board identifies.

E2-Need C: WBL Initiative

The True North Stars using educational surveys have identified an enormous need to identify and structure Career Opportunities at both the secondary and post secondary levels specific around WBL, which includes guest speakers, industry tours, Job Shadowing, Internships, CapStone Projects etc. Survey data and discussions with our DEED Data Group reinforced the need to be proactive in this area. Perkins Coordinators are collaborating with Lake Superior Consortium to add a new shared position that will assist in building a network of regional locations and opportunities for teachers and students to access. This will include working with a partner to build the database. This person will also develop training opportunities for educators on how to use and access the database, creating identified prompts, resources and goals for the partners to work with educators and students. There are multiple models that will be explored and researched to build this network and train teachers how to use it.

Teachers and/or coordinators do not have the time or often the correct connections to identify the best career resource. This position will begin to break down those barriers, creating business and industry access across multiple pathways for Northern Minnesota. This supports quotes from teachers "I don't have time in my day to organize student tours"

In addition we will access the MN North grant writer to assist us in researching future grants to support sustainability, but long term the goal is to produce a stellar and successful model that would be supported institutionally by one of the partners.

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 Both secondary and post secondary educators identified professional development as a need. This need is not being met by general offerings from the individual high schools or the different college campuses as what they are seeking is specific to their program of study. 47.6 teachers feel they don't receive rigorous CTE PD. Barriers for PD are lack of time and money. Perkins will support by covering the cost of training and the sub time for educators to attend. When coordinators learn of different training options from MDE, Minn State, community events, industry specific training we always pass them along to teachers and admin. Through our CTE RFP we fund professional development opportunities that arise during the year that may not have been budgeted for. Our educators want to teach what is current, relevant and industry standard and need to attend PD opportunities in order to learn what is advancing in their field. Often after educators attend training, they want to update their curriculum and Perkins supports it with a structure and application process for applying for funding to update curriculum. Perkins funds support this work. In addition, educators need training on new equipment that they purchase in order to become proficient at it so they can instruct students how to use it properly and safely. Perkins will support teachers with sub time as needed so they have time to set up, train and trouble shoot on new equipment. It is a lot of extra time spent outside the work day learning these new technologies and keeping them maintained. At a post secondary level with the merger, an emphasis is on faculty from a program that is offered at multiple campuses to attend the same training together as a team. As a result they can teach similarly, update their curriculum together and collectively strategize a plan for long term program development.
E4-Need B: Industry Specific Training and Infinity Teacher Teams True North Stars Perkins Consortium continues to align many programs with the Applied Learning Institute where leveraging funds is a key initiative. Both groups can fund equipment, but often CTE specific training or adding enhanced skills/equipment training is not an option as educators have to travel extensively to participate. This is compounded by the scarcity of secondary substitutes, where in some schools there is a " directive" for no out of school travel. The CLNA identified the need to bring this closer to home and take advantage of the experts in our area and/or bring an expert in to work with local pathway sectors. It was identified they need industry specific skills not general PD that often is provided at their local high schools. Program areas will be categorized and specific cohorts of staff will be identified to attend regional training sessions. It should be noted that the administration survey response expressed the need for professional development, CTE educators need specific training options.

E4-Need C: Counselor Support

While surveying counselors on their schools CTE needs it was identified that counselors want more training and awareness on Perkins and CTE topics.
Topics that were identified for additional training needs by counselors looking to gain skills in these topic areas:
- workforce needs-66%
- wbl-50%
- Special populations in CTE (gender, ethnicity, economic background, and representation in nontraditional career fields-17%
- Overview of CTE programming pathway- seamless transitions from secondary to post-secondary-66%

We plan to convene counselors from our 22 high schools in our region on a full CTE training day. This will focus on the topics above in addition to bringing in the Applied Learning Institute/IRRB partner and workforce center/JET partner. This will also help support teachers as in one of their surveys they reported that there is a "Lack of interest/understanding in our programs at the administrative/counselor level". Counselors are a critical partner to strengthening and growing CTE and we want to ensure their voice is at the table and we are supporting them.

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: Empower and Aspire North/Tribal Communities True North Stars Perkins has focused our efforts for the past couple years on supporting the unrepresented population of women in the trades. We have partnered with Empower at Minnesota North College to host Women in the Workforce and Empow(her) summer camps. These camps focus on providing opportunities for girls to explore, engage in hands-on opportunities, industry tours and connect with mentors in careers such as engineering, welding, construction, electrical, natural resources, IT and law enforcement. Even though we have done this work for several years the partnership needs to continue as more females enter 9th grade at the secondary and post secondary. One new initiative Perkins is looking to partner on is supporting CTE within our Native American Populations. Minnesota North has started a new initiative called Aspire North that looks at a holistic approach to improving access for underserved students and workers to aim toward increasing the region's labor challenge. AspireNORTH will shift the approach from focusing on how the individual is performing within the system to focusing on how the system is performing for the individual. That requires a whole new framework of regional coordination and leadership to build prosperity for our marginalized workers and keep our wealth of knowledge and money close to home. Aspire North received significant grant funding to provide students for transportation, tuition assistance, child care, mental health and build a deeper connection with Tribal Communications such as Bois Forte and Leach Lake. Perkins will be partnering with Aspire North around CTE careers. This work will help eliminate the barriers for students to enter into CTE. In our survey data the top barrier for students to enter into a CTE program is at home factors of "childcare, healthcare, trauma, not engaged parents, poverty" this was reported 57% of teachers and counselors identifying this as a barrier.
E5-Need B: Small Rural Schools The True North Stars Perkins Consortium has both geographic and district enrollment challenges that affect programming. Geographically we span several hundred miles serving 22 high schools graduating classes from Floodwood at approximately 15 students to our largest school, Grand Rapids of 300 students. Staying abreast of opportunities and growing CTE programs is a significant challenge across the state but increasingly more for rural MN. It is imperative districts take full advantage of growing the educator pool that would be eligible to capture CTE levy and Perkins funds. It was identified that growing the pool is not enough. These new staff members need to be supported with every possible assistance to ensure their success and retention. Ultimately this means time for training, mentoring, group enrichment and one-on- one guidance. CTE levy funds are generated by their willingness to achieve the proper licensure and program approval and yet in many circumstances those funds that are generated are eaten up in the general budget. This is cause for concern and should be addressed.

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:	$205,738.16	$107,907.94	$313,646.10
Postsecondary Allocation:	$215,285.05	$107,907.94	$323,192.99
Total Consortium Allocation:	$421,023.21	$215,815.88	$636,839.09

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.

Narrative Funding--Secondary

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
170 Non Instructional Support	secondary coordination east										$59,300.00	$59,300.00
145 Substitute Teacher Salaries	Rock Ridge subs, including teacher retention program, teacher license		$800.00									$800.00
	Rock Ridge curriculumn writing - Construction teachers								$2,000.00			$2,000.00
												$0.00
												$0.00
												$0.00
100's Personnel/Salary SUBTOTAL		$0.00	$800.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,000.00	$0.00	$59,300.00	$62,100.00
210 FICA/Medicare											$5,477.40	$5,477.40
214 PERA (Public Employees Retirement Association)											$5,307.00	$5,307.00
220 Health Insurance											$3,100.00	$3,100.00
270 Workers Compensation											$358.00	$358.00
												$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	$14,242.40	$14,242.40
304 Federal Subawards and Subcontracts - Amount over $25,000	Coordination west/mn salary and fringe										$32,545.86	$32,545.86
303 Federal Subawards and Subcontracts - Amount up to $25,000	west coordination travel								$2,000.00			$2,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	policy fellowship								$10,000.00			$10,000.00
303 Federal Subawards and	national student org travel, non Rock Ridge		$2,666.00									$2,666.00
368 Out-Of-State Travel, Federal	Rock rRidge national student org travel		$1,333.00									$1,333.00
303 Federal Subawards and	non Rock Ridge RFP for CTE		$6,000.00									$6,000.00
303 Federal Subawards and	non Rock Ridge- WBL, license and teacher retention teams						$4,419.92					$4,419.92
366 Travel, Conventions and	Rock Ridge WBL license, teacher retention-teams						$2,200.00					$2,200.00
366 Travel, Conventions and	Rock Ridge RFP for CTE/ FCS conference- FCS conf		$2,375.00						$1,000.00			$3,375.00
366 Travel, Conventions and	coordination travel Rock Ridge- East, /Rock Ridge staff								$4,500.00			$4,500.00
368 Out-Of-State Travel, Federal	Coordination travel Rock Ridge-East Coordinator								$2,500.00			$2,500.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	National travel West coordinator and/or staff								$2,500.00			$2,500.00
303 Federal Subawards and	non Rock Ridge PD business, ag, construction								$4,652.00			$4,652.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	non Rock Ridge career explore and equptmnt business, ag. construction		$27,277.00									$27,277.00
300's Services/Subawards SUBTOTAL		$0.00	$39,651.00	$0.00	$0.00	$0.00	$6,619.92	$0.00	$27,152.00	$0.00	$32,545.86	$105,968.78
820 Dues, Membership, Licenses and	MACTA, CTE Memberships										$1,000.00	$1,000.00
												$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	$1,000.00	$1,000.00
530 Other Equipment Purchased	Rock Ridge Equipment (Business---will fund business but not printer and heat press. specific equipment will be identified this fall when teacher is back at school... and Construction)		$12,140.98									$12,140.98
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$12,140.98	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$12,140.98
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$10,286.00	$10,286.00
2024-2025 Proposed Budget		$0.00	$52,591.98	$0.00	$0.00	$0.00	$6,619.92	$0.00	$29,152.00	$0.00	$117,374.26	$205,738.16

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.		X				X		X		X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X				X		X		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X				X				X
Support integration of academic skills into CTE programs and programs of study.										X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.								X		X
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		X				X		X		X
Not applicable.										

True North Stars — Reserve Funding--Secondary — Budget for innovations in up to two (2) of the categories below

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

UFARS Code	Brief Item Description (Provide detail on Budget Narrative tab)	Performance Gaps	Develop or Improve Programs of Study/ CTE Programs	TOTAL
			both-healthcare, computer science, manufacturing, post secondary-dental, early childhood	
170 Non Instructional Support	East coordination salary	$4,000.00	$9,000.00	$13,000.00
				$0.00
100's Personnel/Salary SUBTOTAL		$4,000.00	$9,000.00	$13,000.00
				$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	West Coordination Salary	$7,954.14	$12,000.00	$19,954.14
303 Federal Subawards and Subcontracts - Amount up to $25,000	CNA faculty/MN North		$10,000.00	$10,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	WBL ininatitve/MN North/Lake Superior College		$20,000.00	$20,000.00
303 Federal Subawards and Subcontracts - Amount up to $25,000	Teacher requests NON RockRidge- healthcare, WBL, computer science and com tech/Chisholm/Greenway/Hibbing		$11,300.29	$11,300.29
303 Federal Subawards and Subcontracts - Amount up to $25,000	Teacher requests NON Rock rRdge manufacturing: PD, equptment, career exploration		$27,758.51	$27,758.51
366 Travel, Conventions and Conferences	Discover Healthcare		$500.00	$500.00
				$0.00
300's Services/Subawards SUBTOTAL		$7,954.14	$81,558.80	$89,512.94
				$0.00
				$0.00
400's Supplies/Materials SUBTOTAL		$0.00	$0.00	$0.00
				$0.00
				$0.00
500's Capital/Equipment SUBTOTAL		$0.00	$0.00	$0.00
895 Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$5,395.00
2024-2025 Proposed Budget		$11,954.14	$90,558.80	$107,907.94

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

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

SECONDARY Narrative for Perkins V Application

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

145 Substitutes: $2000 | 185 Curriculum Writing and Staff Stipend $2,000: 170-$59,300, Secondary East Coordinator | 210 FICA: $5477.40, Secondary East Coordinator | 214 PERA, $5307, Secondary East Coordinator | 251 HRA $3100 , Secondary East Coordinator | 270 Workmans Compensation, $358, Secondary East Coordinator | Narrative 10 Consortium Governance, CLNA Element

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

1. Program of Study
2. $27,277 (428-303)
3. Narrative 2
4. CLNA Element 2, 3 and 4
*Proposed programs for FY25: Grand Rapids 2 staff MBITE conference $1,076/($2,152), Adobe $625, funds to support BPA $4,172 and FFA support $7,600 total=$14,549, IASC Hospitality Careers Day $750, Mesabi East-Business U $4,525, Hibbing-laptop computer to align with CNC programming $4,200, Northwoods-Delta Band Saw $830, Deer River-NAAE or MAAE conference $2,500, All about Fish lesson plans, Food sanitization elements $2,000 total $4,500, Nashwauk Keewatin-curriculum writing $1,000, Live Scope Technology $2,000- total $3,000.

1. Career Technical Student Organizations
2. $3,999 (428-303 $2,666) and (428-368-$1,333)
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 (True North Stars RFP)
2. $7,000 (428-303-$6,000) and (428-366 $1,000)
3. Narrative 2
4. CLNA Element 2
*Proposed programs for FY25: Industry and Career Exploration field trips supporting Priority 1 and 2 POS

1. Work Based Learning
2. $8,666 (428-303)
3. Narrative 8
4. CLNA Element 1, 2 and 3
*Proposed programs for FY25: Construct Tomorrow, Tour of Manufacturing, and Discover Healthcare

1. Professional Development
2. $27,152 (428-366-$5,500) (428-368$2,500) ((428-303 $19,152)
3. Narrative 8

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.*

820- Memberships for partnering associations/MACTA,chamber etc

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. $12,140.98 Rock Ridge (428-530)

3. Narrative 2

4. CLNA Element 2 , 3 and 4

*Proposed equipment list for FY25: Supporting Priorty 1 & 2 POS - Rock Ridge Business $6,140.98 Sawgrass printer , Hotronix Fusion IQ heatprss and Hotronix 360 IQ Construciton Saw saw table $6,000

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 Cost2. $10,286 3. Narrative 104. CLNA Elements 1-5 Consortium Operations

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

170 East Coordination- $13,000, 303 West Coordination $19,954.14

1. Career Connections/WBL Development and CNA faculty
2. WBL 20,000.00 (475 - 303-sub award)/ CNA (10,000) total $30,000
3. Narrative 11 (wrote under narrative 6 and 7)
4. CLNA Elements 1,2,3,5,6,11

1. Healthcare, WBL, Computer Science for Chisholm-Imaginging USA national conference $4,000, Greenway-Attend Discover Healthcare event $515, Grand Rapids/IASC- for WBL initiatives $2,149.99 Hibbing-PD for Mechtronics Automoation, MN Stte Engineering, and PD for curriculumn writing $2,285.30
2. $11,300.29 (475 - 303-sub award)
3. Narrative 2,8,11
4. CLNA Element 1
1. Manufacturing equipment, PD,and career exploration Cherry-Langmurie CNC table $6,205, Deer River-6 mig welders & argon regulators, Mig 205 Pro Aluminium Welder $3,106, Ely-Precision Matthew Metal Lathe $4,717.51, Floodwood-CNC training St. Cloud $1,510, Grand Rapids Sagola Spray Bun, Tig Foot Pedal Control $1,000, Nashwauk Kewaatin, Fab Tech Conference $2,200, Deer River-6 mig welders, Mig 205 Pro Welder-$3,106, Northland-Remer -Curriculum writing, Multii Process welder, Easton Enterprise Handwrappers BEHW set of 12, Touch photosoftware, Corel draw software -$9,200.
2. $27,758.51 (475 - 303-sub award)
3. Narrative 2,8,11
4. CLNA Element 1
1. Administrative/Indirect Cost
2. $5,395
3. Narrative 10

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

Item	Brief Item Description (Provide detail on Budget Narrative tab)	Narrative 1: CLNA	Narrative 2: Programs of Study (POS)	Narrative 3: Partnerships, WIOA, Etc.	Narrative 4: Integrated Acad/Tech Skills	Narrative 5: Special Populations	Narrative 6: Work - Based Learning	Narrative 7: Early College	Narrative 8: Support for Professionals	Narrative 9: Performance Gaps	Narrative 10: Governance	TOTAL
salary and fringe	Advising/Counseling/Academic Support					$51,000.00						$51,000.00
coordinator salary and fringe	Two post-secondary coordinatror positions (salary and fringe)										$99,000.00	$99,000.00
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
Personnel	SUBTOTAL	$0.00	$0.00	$0.00	$0.00	$51,000.00	$0.00	$0.00	$0.00	$0.00	$99,000.00	$150,000.00
equipment	law enforcement Technologies VR Simulator		$14,385.59									$14,385.59
equipment	augmented Arc® Augmented Reality Welding System.		$13,635.21									$13,635.21
												$0.00
												$0.00
												$0.00
												$0.00
												$0.00
Equipment	SUBTOTAL	$0.00	$28,020.80	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$28,020.80
Board development	board iniatives, meetings, travel										$1,000.00	$1,000.00
Campus Events	Women in the Workforce/Empower/Tribal Relations					$2,000.00						$2,000.00
Work Force Partnership	JET--Collaborative Projects for CTE with Workforce Center			$1,000.00								$1,000.00
professional development	Diesel- 3000, Natural Resources/Itasca-5500, Engineering Itasca-5000, Vet Tech-3000, Natural Resources/Verm-1000, Electrial Maintenance and Construction-5000								$22,500.00			$22,500.00
												$0.00
Non-Personnel	SUBTOTAL	$0.00	$0.00	$1,000.00	$0.00	$2,000.00	$0.00	$0.00	$22,500.00	$0.00	$1,000.00	$26,500.00
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)											$10,764.25	**$10,764.25**
2024-2025 Proposed Budget		$0.00	$28,020.80	$1,000.00	$0.00	$53,000.00	$0.00	$0.00	$22,500.00	$0.00	$110,764.25	$215,285.05

Place an "X" in the cells to the right to identify which use(s) of funds
from Section 135 of Perkins V are supported 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.		X	X		X					X
Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.		X						X		X
Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.		X			X					X
Support integration of academic skills into CTE programs and programs of study.					X					X
Plan and carry out elements that support the implementation of CTE programs and programs of study that result in increasing student achievement on performance indicators.		X			X			X		X
Develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the local needs assessment and the local APR report.		X								
Not applicable.										X

(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
			both-healthcare, computer science, manufacturing, post secondary-dental, early childhood	
coordinator salary	development of new programs of study to align with secondary		$5,000.00	$5,000.00
computer science workgroup project manager	consultant time for pulling together a computer science working group		$2,500.00	$2,500.00
CLA	CLA's support staff for retention as well as students		$22,000.00	$22,000.00
WBL	Work Based Learning Iniatives		$20,000.00	$20,000.00
CNA salary and fringe	CNA faculty to deliver to 5-6 high schools		$15,000.00	$15,000.00
faculty	early childhood course		$6,000.00	$6,000.00
Personnel SUBTOTAL		$0.00	$70,500.00	$70,500.00
equipment	Dental equipment--hand held dental xray machine, work with special pops		$12,679.00	$12,679.00
				$0.00
				$0.00
				$0.00
				$0.00
Equipment SUBTOTAL		$0.00	$12,679.00	$12,679.00
Travel	Coordinator Travel to Schools/Campuses		$1,613.95	$1,613.95
coordinator travel/pd instate	coordinator travel/pd instate-cte works, coordinator meetings		$3,000.00	$3,000.00
coordinator travel/pd outstate	coordinator travel/pd outstate-acte WBL, VISION		$2,500.00	$2,500.00
Meetings/Travel	CTE Affinity Group by POS /Teacher Retention		$500.00	$500.00
campus events	performance gap- increase retention from high school to post secondary (transportation, supplies, camp salary)	$10,719.99		$10,719.99
professional development, career exploration events	Pre-Professional Health Transfer Pathway for PT, OT, PA and Pharmaceutical		$1,000.00	$1,000.00
				$0.00
Non-Personnel SUBTOTAL		$10,719.99	$8,613.95	$19,333.94
Administration--Federal and Nonpublic Indirect Cost [Chargeback]--No more than 5% of Total (Enter amount in YELLOW cell at right)				$5,395.00
2024-2025 Proposed Budget		**$10,719.99**	**$91,792.95**	**$107,907.94**

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

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

POSTSECONDARY Narrative for Perkins V Application

Describe how your consortium plans to use your Perkins award on **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. Advising, counseling, academic support
2. $51,000 salary and fringe
3. Narrative 4
4. CLNA 5,2,3

1. Grant Coordinators
2. $99,000 Coordinator Salary and Fringe
3. Narrative 10
4. CLNA 1,2,3,4,5

Describe how your consortium plans to use your Perkins award on **Equipment 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.Law Enforcement Technologies VR Simulator
2.Perkins is funding $14,385.59 total $40,363-splitting with leveraged funds
3. Narrative 2
4. CLNA 2

1. Welding/Manufacturing augmented Arc® Augmented Reality Welding System
2. Perkins is funding $13,635.21. Total is $27270.43-splitting with ALI/IRRB funds
3. Narrative 2

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.*

Board development - board initiatives, meetings, travel
Amount - $1,000.00
Narrative - 10
CLNA 1,2,3,4,5

Campus Events - Women in the Workforce/Empower/Tribal Relations
Amount - $2,000.00
Narrative - 5
CLNA 1 and 5

WorkForce Partnership - JET--Collaborative Projects for CTE with Workforce Center
Amount - $1,000.00
Narrative - 3
CLNA 2

Professional Development
Total Amount—--$22,500 Diesel- 3000, Natural Resources/Itasca-5500, Engineering Itasca-5000, Vet Tech-3000, Natural Resources/Verm-1000, Electrical Maintenance and Construction-5000
Narrative 8

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*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.*

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1. Administrative/Indirect Cost2. $16,159.25Basic–$10,764.25 reserve–$5,3953. Narrative 104. CLNA Elements 1-5 Consortium Operations

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*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) need identified in CLNA addressed with the expenditure.*

Personnel

1.Coordinator Salary- Development and alignment of new programs of study
2.$5000
3.Narrative - 11
4.CLNA- 2,3

1.Computer science workgroup project manager - consultant time for pulling together a computer science working group
2.$2500
3.Narrative - 11
4.CLNA 2,3

1.CLA - CLA's support staff for retention as well as students
2.$22,000
3.Narrative - 11
4.CLNA 2,34

1.WBL - Work Based Learning Initiatives
2.$20,000
3.Narrative - 11
4.CLNA 3

1.CNA salary and fringe - CNA faculty to deliver to 5-6 high schools
2.$15,000
3.Narrative - 11
4.CLNA 3 (written into Narrative 7 too)

1.Faculty - Early Childhood Course
2.$6,000
3.Narrative - 11 (written into Narrative 7 too)
4.CLNA 3

True North Stars		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	$52,591.98		$52,591.98
Programs of	Postsecondary		$28,020.80	$28,020.80
Study	*Total*	*$52,591.98*	*$28,020.80*	*$80,612.78*
Narrative 3:	Secondary	$0.00		$0.00
Partnerships	Postsecondary		$1,000.00	$1,000.00
WIOA, Etc.	*Total*	*$0.00*	*$1,000.00*	*$1,000.00*
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	$0.00		$0.00
Special	Postsecondary		$53,000.00	$53,000.00
Populations	*Total*	*$0.00*	*$53,000.00*	*$53,000.00*
Narrative 6:	Secondary	$6,619.92		$6,619.92
Work - Based	Postsecondary		$0.00	$0.00
Learning	*Total*	*$6,619.92*	*$0.00*	*$6,619.92*
Narrative 7:	Secondary	$0.00		$0.00
Early College	Postsecondary		$0.00	$0.00
	Total	*$0.00*	*$0.00*	*$0.00*
Narrative 8:	Secondary	$29,152.00		$29,152.00
Support for	Postsecondary		$22,500.00	$22,500.00
Professionals	*Total*	*$29,152.00*	*$22,500.00*	*$51,652.00*
Narrative 9:	Secondary	$0.00		$0.00
Performance	Postsecondary		$0.00	$0.00
Gaps	*Total*	*$0.00*	*$0.00*	*$0.00*
Narrative 10:	Secondary	$117,374.26		$117,374.26
Governance	Postsecondary		$110,764.25	$110,764.25
	Total	*$117,374.26*	*$110,764.25*	*$228,138.51*
Narrative 11:	Secondary	$107,907.94		$107,907.94
Reserve Funds	Postsecondary		$107,907.94	$107,907.94
	Total	*$107,907.94*	*$107,907.94*	*$215,815.88*
Indirect Cost/	Secondary	$15,681.00		$15,681.00
Administration	Postsecondary		$16,159.25	$16,159.25
Chargeback (5%)	*Total*	*$15,681.00*	*$16,159.25*	*$31,840.25*
	Secondary	$313,646.10		$313,646.10
	Postsecondary		$323,192.99	$323,192.99
PLAN TOTALS	*Total*	*$313,646.10*	*$323,192.99*	*$636,839.09*

COMPARING PROPOSED BUDGET TO ALLOCATION AMOUNTS

	Basic	Reserve	Total
Secondary Allocation	$205,738.16	$107,907.94	$313,646.10
Budget Over/Short	$0.00	$0.00	$0.00
Postsecondary Allocation	$215,285.05	$107,907.94	$323,192.99
Budget Over/Short	$0.00	$0.00	$0.00

Position	Position Title	Name (FirstName LastName)	% of Time with Perkins	Secondary,	Date of Initial	Total	Funded thru	Narrative(s) in	Notes on Position Creation, Changes in Funding %,
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
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	Shannon Malovrh	80%	Secondary	10/1/1994	$86,542	Both	Narrative 10	
2	Perkins Grant Coordinator	Chris Vito	50%	Postsecondary	6/4/2018	$43,000	Basic	Narrative 10	
3	Perkins Grant Coordinator	Jane Shade	90%	Both	7/13/2020	$117,000	Both	Narrative 10	split time between secondary and post secondary
4	Nursing Instructor	Jen Brearley	23%	Postsecondary	2/20/2020	$12,750	Reserve	Narrative 11	on transition plan will come off grant FY27- in FY24 she was at 30% perkins, FY25 will be at 23% perkins
5	Electrical Maintainance and HVAC	Don Samson	36%	Postsecondary	9/13/2022	$8,000	Reserve	Narrative 11	on transition plan will come off grant FY27- in FY24 she was at 42% perkins, FY25 will be at 36% perkins
6	Retention Specialist & Technical Progra	Matt Jarva	29%	Postsecondary	8/4/2008	$27, 448	Basic	Narrative 5	on transition plan will come off grant FY27- in FY24 she was at 32% perkins, FY25 will be at 29% perkins
7	Counselor Mesabi Range - Eveleth	Sabrina Skeens	25%	Postsecondary	8/21/2019	$21,625	Basic	Narrative 5	on transition plan will come off grant FY27- in FY24 she was at 28% perkins, FY25 will be at 25% perkins
8	Career Connections Coordinator	new anticipated hire	TBD	Both	TBD	$40,000	Reserve	Narrative 11	
9	Nursing Faculty	CLA faculty 1	based on credits- TBD	Postsecondary	fall 2024		Reserve	Narrative 11	college faculty will teach several credits of CNA course in
10	Nursing Faculty	CLA faculty 2	based on credits- TBD	Postsecondary	fall 2024	$25,000	Reserve	Narrative 11	college faculty will teach several credits of CNA course in
11		EMR faculty 1	based on credits- TBD	Postsecondary	fall 2024		Reserve	Narrative 11	college faculty will teach several credits of EMR course in
12									
13									
14									**4 non cordinators transitioned off the grant in FY25**
15									
16									
17									
18									
19									
20									

For Office Use Only:
DO NOT REMOVE THESE ROWS
FROM YOUR FINAL REPORT

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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Chisholm Public Schools

District Number/Type: 695

Superintendent's Name – (Print): Mark Morrison

Signature _____ Date 4-29-24

email: mmorrison@chisholm.k12.mn.us

Phone: 218-254-5726

(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: **True North Stars**

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: Deer River School District

District Number/Type: 0317-01

Superintendent's Name – (Print): Pat Rendle
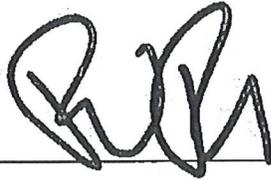
Signature   Date 5-1-24

email: prendle@isd317.org

Phone: 218-246-2420 ext. 60212

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Ely Public School

District Number/Type: 0696

Superintendent's Name – (Print): Anne M Oelke
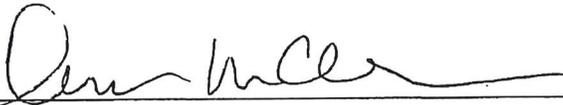
Signature _____ Date 4-29-24

email: aoelke@ely.K12.mn.us

Phone: 2-18-365-1724

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: _Flood wood Schools_

District Number/Type: _698 / Public_

Superintendent's Name – (Print): _Jonathan Payne_

Signature _Jonathan Payne_   Date _5-1-24_

email: _jpayne @ isd 698.org_

Phone: _218-476-2285_

(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: _____True North Stars_____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: ___**Grand Rapids Public School District**_____

District Number/Type: _____#317_____

Superintendent's Name – (Print): _____Matt Grose_____

Matthew D. Grose (signature)   4-29-24

Signature   Date

email: _____mgrose@isd318.org_____

Phone: _____218-327-5704_____

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Greenway

District Number/Type: 0316 - 01

Superintendent's Name – (Print): David E Pace

Signature _____ Date 4-29-24

email: dpace@isd316.org

Phone: 218-245-6501

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____   Date

email: _____

Phone: _____

District Name: Hibbing Public Schools I.S.D. No. 701

District Number/Type: 0701-01

Superintendent's Name – (Print): Richard Aldrich

Signature   4/29/2024

                                                  Date

email: richard.aldrich@isd701.org

Phone: 218-208-0848

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: Hill City School District

District Number/Type: 002

Superintendent's Name – (Print): Adam Johnson

Signature   4-30-24
                                                        Date

email: ajohnson@isd002.org

Phone: 218-697-2394

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: International Falls Public Schools

District Number/Type: 0361 / Public Pre k - 12

Superintendent's Name – (Print): Kevin Grover
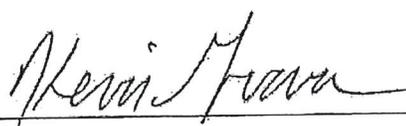
Kevin Grover   *[signature]*   04/29/2024

Signature   Date

email: kgrover@isd361.org

Phone: 218-283-2571 ext 1112

(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: _True North Stars_

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: _Littlefork - Big Falls_

District Number/Type: _0362-01_

Superintendent's Name – (Print): _Jamie Wendt_

Signature _Jamie Wendt_   Date _4/30/2024_

email: _Wendt_j@isd362.K12.mn.us_

Phone: _218-278-6614 ext. 210_

(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: **True North Stars**

College: _____

College President's Name (Print): _____

Signature _____   Date _____

email: _____

Phone: _____

District Name: _Mesabi East_

District Number/Type: _ISD 2711-01_

Superintendent's Name – (Print): _Jeffrey Burgess_

Signature _____   Date _4.29.24_

email: _jburgess@isd2711.org_

Phone: _218-229-3321_

(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: _True North Stars_

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: _Mountain Iron - Buhl_

District Number/Type: _0712-01_

Superintendent's Name – (Print): _Reggie Engebritson, Ed. D._

Signature _Reggie Engebritson, Ed. D_ Date _4.29.2024_

email: _rengebritson @ isd712.org_

Phone: _218-735-8271_

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: Nashwauk - Keewatin

District Number/Type: ISD 319

Superintendent's Name – (Print): Rae Villebrun

Signature Rae villebrun   5-1-24   Date

email: rvillebrun@isd319.org

Phone: 218-885-1280 ext 51234

(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: _____ True North Stars _____

College: _____

College President's Name (Print): _____

Signature   Date

email: _____

Phone: _____

District Name: Nett Lake Public School _____

District Number/Type: ISD707 _____

Superintendent's Name – (Print): Peter Hardy _____

Peter Hardy   4/29/2024
Signature   Date

email: _____ phardy@isd707.org _____

Phone: 218-757-3102 _____

(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: _____ True North Stars _____

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: _Northland Community Schools_

District Number/Type: _0118-01_

Superintendent's Name – (Print): _Mary Yakibchuk_

Signature _Mary Yakibchuk_ Date _4-29-24_

email: _myakibchuk@isd118.org_

Phone: _218-566-2351 ext. 32014_

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: _Rock Ridge_

District Number/Type: ~~2071~~ 2909

Superintendent's Name – (Print): Noel Schmidt

Signature _____ Date 4/29/24

email: noel.Schmidt@rrps.org

Phone: 218 742 3901

(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: True North Stars

College: _____

College President's Name (Print): _____

Signature _____ Date _____

email: _____

Phone: _____

District Name: __St. Louis County Schools__

District Number/Type: __2142-01__

Superintendent's Name – (Print): __Reggie Engebritson, Ed.D.__

Signature __Reggie Engebritson, Ed.D__ Date __4·29·2024__

email: __rengebritson @ isd2142.k12.mn.us__

Phone: __218-749-8130 x 1104__

(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: _____True North Stars_____

College: **Minnesota North College** _____

College President's Name (Print): **Michael Raich** _____

Michael Raich _____

Signature   4/29/2024

                                       Date

email: **michael.raich@minnesotanorth.edu** _____

Phone: **218-403-9220** _____

District Name: _____

District Number/Type: _____

Superintendent's Name – (Print): _____

Signature   Date

email: _____

Phone: _____

(Duplicate as needed)