



True North Stars Consortium

Prepared by True North Stars
for Minnesota State FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Submitted by Jane Shade

Submitted on 08/05/2022 9:02 PM Central Standard Time

Opportunity Details

Opportunity Information

Title

FY23-24 Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Description

THE APPLICATION OPENS MARCH 15, 2022.

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

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

Awarding Agency Name

Minnesota State

Agency Contact Name

Karl Ohm, Interim State Director for CTE, Minnesota State

Agency Contact Phone

(651) 201-1650

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Opportunity Manager

Karl Ohm

Assistance Listings Number

84.048A

Public Link

<https://www.gotomygrants.com/Public/Opportunities/Details/f24b4a02-9bbc-42b1-9966-386a5544efcd>

Award Information

Award Period

07/01/2022 - 06/30/2023

Submission Information

Submission Window

Closes 10/01/2022 9:00 PM

Technical Assistance Session

Technical Assistance Session

No

Eligibility Information

Additional Eligibility Information

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

Additional Information

Additional Information URL

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

Additional Information URL Description

All forms and instructions related to the Perkins Local Application can be found on our web site

Project Information

Application Information

Application Name
True North Stars Consortium

Award Requested
\$658,626.38

Total Award Budget
\$658,626.38

Primary Contact Information

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Project Description

Consortium Membership List

Consortium Membership List

Consortium Membership

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

Narrative 1: Comprehensive Local Needs Assessment (CLNA)

CLNA Results

Upload a completed copy of the Comprehensive Local Needs Assessment (CLNA) Framework document and provide the following information in the space below:

- A brief summary of the overall results of your consortium’s CLNA, including a high-level description of the process used to gather and review data and the resulting conclusions that drive the strategies identified in the local application;
- Identify priorities from your CLNA that will be supported by Perkins funding.

[Download a .doc CLNA Framework Template](#)

Enter response to CLNA here:

CLNA top 3 priorities:

1.

Equipment prepares students both in secondary and post-secondary for WBL opportunities as they advance in their knowledge and skills. Employers want students to have experience with industry-standard equipment and be comfortable and confident using these tools when entering post-secondary or WBL. Based on a conversation with the advisory boards and TNS governing board the equipment that is approved and identified in the plan is an industry standard that will support continuous growth and prepares them for the next step. By having equipment at high school and post-secondary it creates multiple entry points for developing skills and long-term education and employment. When equipment is purchased for post-secondary students also in high school have opportunities to learn and use the tools during career days and summer programming. This prepares them for higher education, WBL, and also prepares post-secondary for WBL and employment. For summer programming and career days at post-secondary we use the equipment to support special populations by creating opportunities that wouldn’t exist otherwise. We focus outreach and career exploration activities on special populations of women in the trades or Native American populations. We host EMPOWER, women in trades welding events, and career panels, and also work to bring in districts NorthWoods, Deer River, and Remer with high Native American Populations. Funding is budgeted under Narrative 2 Programs of Study

2.

Improving recruitment, retention, and training of CTE professionals, including underrepresented groups. Professional Development: Externships, licensure cohort model and increased levy funding, workshops/conferences, regional cluster meetings. In our reserve funding, we have identified priorities to support teachers in recruitment, retention, and training. One priority is licensing to increase program, size, scope, and quality and also support teachers gaining WBL endorsement. This will be a heavy lift for coordinators to bring a cohort together and work with outside consultants and programs to offer these opportunities. Without coordinators doing this work and coordinating other training and networking opportunities they do not get done, and this would not strengthen our region and merger. With the merger, significant time will be needed to build relationships, learn program areas, district needs, and support teachers. All of these items lead to teacher retention when they know there is someone in the CTE realm supporting their work and being an advocate for them and their program. This takes time to develop these relationships. Coordinators are doubling the number of teachers they are supporting and in order to truly make an impact on our students, teachers, and region it takes time to build partnerships. Coordinators are recruiting non-CTE educators to learn about the importance of CTE in our schools and workforce needs. We are working to support these teachers to gain CTE education and licensures. This only happens through relationships, conversations, and training with Administration and teachers to understand and know a district’s strategy for growing programs. Many, many hours go into prepping for conversations, delivering on initiatives, and providing opportunities. Specific training opportunities provided by coordinators support teachers in gaining knowledge on underrepresented populations and how to support them in CTE courses. Funding is budgeted under Narrative 8 Support to Professionals and Reserve to support teacher recruitment, retention and training of CTE educators.

3.

Regional Collaboration to be successful to support students, teachers, and the workforce. Develop partnerships to identify additional resources outside of Perkins. Looking to the region who else and what else is supporting CTE and ensuring our secondary and post-secondary are connected to all programs that support their work and students. Increasing partnerships with ALI, JET, Career Pathways, and Career Academies. Communication standard operating procedure. Administration involvement will prove key for this to be effective. A “one-stop-shop” for all CTE to work together. Working in alignment between consortia, expanding brokering of services to other consortia. This takes significant time for coordinators to take on this leadership role to host and facilitate meetings and develop strategies to come together to grow CTE programs in our region. In addition, this region-wide collaboration strengthens opportunities for teacher recruitment, retention, and training of teachers. Funding is budgeted under Narrative 10 Consortium Governance.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Upload your completed CLNA Framework

True North Stars Perkins-V-CLNA-Reporting-Framework-Accessible-Version.pdf

Narrative 2: Programs of Study

Programs of Study Narrative

Upload a completed copy of the S-R POS (State-Recognized Programs of Study) – Funding POS spreadsheet document.

Additionally, provide the following information in the space below:

- For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium’s CLNA and the specific actions you will take to support them.
- Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?
- What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

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. [Go to Perkins Operational Handbook, page 18.](#)

Enter your responses to Narrative #2 in the space provided below:

For each S-R POS and any POS that you are funding, briefly summarize how their inclusion in this application is supported by the results of your consortium’s CLNA and the specific actions you will take to support them.

- Within the new Perkins True North Stars Board, a standalone subcommittee was formed to review recent DEED data and survey results from business and industry representatives, 22 districts, and post-secondary institutions along with conversations with business and industry. Surveys were completed by secondary students, teachers, counselors, administrators, and post-secondary faculty and staff. This subcommittee met multiple times to discuss industry needs for skills, industry-standard equipment, and high wage, high skill, and in-demand careers for our region. Based on this data we made a decision on our POS and prioritized them accordingly to the needs of business/industry and secondary and postsecondary.
- From the CLNA Element 2 Strategy 1: Equipment: Equipment will be needed to meet industry standards is a way to have a quality program including increasing the size and the scope of the program. (Knowing we have small rural regional schools.) From the CLNA, 45% of faculty were very concerned that they wouldn’t have the necessary equipment to facilitate the proper implementation of their programs of study. In partnership with ALL, create an inventory for equipment and curriculum outcomes for trade and industry for each district. Then create an individualized district plan to support them to get to the industry standards needed.
- ALL Programs of Study are supported financially to assist in the purchase of equipment that has been requested by districts to increase program alignment with business and industry and is approved by our Perkins board. **Based on position hiring, program approval status, and ability to receive anticipated items below may need to be adjusted.**
 - \$52,997.00 Trade and Industry Equipment–secondary
 - \$5207.00 Business Equipment–secondary
 - \$5100 Computer Science Equipment- Secondary
 - \$2827.50 graphic arts equipment- secondary
- Missed opportunities for the Minnesota State System with the ability to quickly transition to new and needed health care programs due to rules and regulations. IE - X-Ray Tech, Respiratory Therapy, Phlebotomy not being offered in our consortium. Long waiting lists for available programs lead to potential students looking elsewhere than our region and/or going into completely different majors
- For both secondary and post-secondary we will leverage mini-grants as opportunities arise throughout the year for professional development. This will fulfill unanticipated opportunities, mini-grants were established to support the advancement of CTE and its educators. A priority on mini-grants will be placed to support the retention, recruitment, and training of CTE instructors. The request form and process will be developed and launched to support this new initiative and will allow the new board to provide guidance on approval requests.

Identify any new courses/programs or programs of study in development within your consortium (if any; these would not appear on the spreadsheets as they are not yet POS). How does the development of these courses/programs or programs of study align with the top priorities identified in your CLNA?

- Minnesota state colleges are on the cusp of merging to form Minnesota North College, and secondary schools are in the process of MDE 5-year program review. Many new programs of study development are in flux and yet to be determined. Through our CLNA subcommittee analysis work, conversations and identification of needs in possible new programs of study development may be in Healthcare careers, information technology, and human services. Example courses: computer programming 1 and 2, web and application design, CNA, business for the trades, hospitality and tourism, and additional work-based learning capstone courses.

What specific actions will be taken to both inform special populations about POS opportunities and to also increase their participation in Career and Technical Education programs?

- Women in the Trades Empower Program that was introduced at HCC will be introduced to at least 2 other districts in both east and west regions of our consortium. Partnerships with Native American education are in development and will continue to be strengthened. The CNA class will be new at Hill City and will be offered to students in Northland Remer where 50% of their student population is native american; students in this course will be transported back and forth. Summer CTE camp opportunities will focus on growth in special populations including Native Americans and women in non-traditional occupation areas.
- Coordination between Secondary, Post Secondary, and Business/Industry on newly developed or relaunched advisory boards. (Success for an advisory board should be a two-way communication: schools sharing with industry the great work they are doing, and industry sharing their needs for hires, but also how they can support schools.)
- Increasing out-of-school activities for students to explore careers and enhance skills needed for careers, for example, boot camps, scrubs camp, college and career days at post-secondary, student leadership organizations (Supermileage, Robotics, HOSA, FFA, BPA, DECA–this list will expand and evolve as POS are developed) engineering night, 218 Trades, Construct Tomorrow and job fairs. In FY23 the application will address continued work with student leadership and CTSO and will support this project financially.

- **From the CLNA Element 2 Strategy 1: Equipment: Equipment will be needed to meet industry standards is a way to have a quality program including increasing the size and the scope of the program. (Knowing we have small rural regional schools.) From the CLNA, 45% of faculty were very concerned that they wouldn't have the necessary equipment to facilitate the proper implementation of their programs of study. In partnership with ALL, create an inventory for equipment and curriculum outcomes for trade and industry for each district. Then create an individualized district plan to support them to get to the industry standards needed.**
- **ALL Programs of Study are supported financially to assist in the purchase of equipment that has been requested by districts to increase program alignment with business and industry and is approved by our Perkins board. Based on position hiring, program approval status, and ability to receive anticipated items below may need to be adjusted.**
 - **\$52,997.00 Trade and Industry Equipment--secondary**
 - **\$5207.00 Business Equipment--secondary**
 - **\$5100 Computer Science Equipment- Secondary**
 - **\$2827.50 graphic arts equipment- secondary**
- **Equipment was identified by Employers for students to gain experience with industry-standard equipment and be comfortable and confident using these tools when entering post-secondary or WBL. Based on a conversation with the advisory boards and TNS governing board the equipment that is approved and identified in the plan is an industry-standard that will support continued growth and prepares them for the next step. All equipment requests were reviewed and scored using a rubric by the finance committee comprised of industry expert professionals, administrators, and CTE teachers**
- **Professional development is needed on any new equipment. Without professional development programs will not be able to expand and evolve. Exposure to new ideas, resources, and development of opportunities to think boldly and innovatively to think about CTE advancement in their Programs of Study. These PD opportunities also support the creation of new programs of study. All professional requests were reviewed and scored using a rubric by the finance committee comprised of industry expert professionals, administrators, and CTE teachers.**

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Upload your S-R POS - Funding POS spreadsheet document here.

True North Stars FY23 POS - final-8-3-RL.xlsx

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

WIOA Narrative

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for successful transition to postsecondary and/or employment

Enter response below.

Describe the CTE activities the consortium will provide to students and adult learners in collaboration with local workforce development boards and agencies. These could include:

- Career exploration and career development activities
- Career information related to high-skill, high-wage, or in-demand industry sectors as identified by the comprehensive local needs assessment
- Career guidance and academic counseling
- Work-based learning or apprenticeship opportunities
- Pre-Employment Transition Services (Pre-ETS) with Vocational Rehabilitation Services (DEED VRS) and adult education programs
- Partnerships that prepare all special populations for a successful transition to postsecondary and/or employment
- Coordination between Secondary, Post Secondary, and Business/Industry on newly developed or relaunched advisory boards. (Success for an advisory board should be a two-way communication: schools sharing with industry the great work they are doing, and industry sharing their needs for hires, but also how they can support schools.)

True North Stars will provide several opportunities for students to collaborate with local workforce agencies. Some examples of these activities include:

- EMPOWER Events - 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 FY23 the application will address continued work with JET/workforce and career exploration videos and will support this project fiscally.
- Skills camps - high school students participating in competition based skills training
- Career Exploration and Student Organizations (transportation, faculty advisor travel, and lodging) - FFA, HOSA, DECA, BPA, SuperMileage, 1st Robotics. In FY23 the application will address continued work with student leadership and CTSO and will support this project financially.
- WBL opportunities
- Advisory Group and board participation from Industry in assisting and training students in program development.
- Expanded potential opportunities in career academy programming.

To support the initiatives above workforce center/JET, Career Academies, Career Pathways, and ALI will be funding opportunities in addition to Perkins. They have agreed to support over \$16,000 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, CareerAdventure, 218 trade videos, and Iron Range Job Fair. They also support MN North Campus with onsite staff to support students at multiple entry points.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

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2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or

paraprofessionals.

- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 4: Integrated Academic and Technical Skills

Integrated Academic and Technical Skills Narrative

Based on the data analysis conducted as part of your CLNA, describe the strategies your consortium will employ to improve the integration of rigorous content aligned with challenging academic standards into CTE programs:

- How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?
- How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?
- How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

Enter your response here:

How will your consortium bring CTE, core academic, and postsecondary instructors together for planning to improve the academic and technical skills of students?

- Combining advisory boards so that everyone is in the same room hearing the same message. This will lead to more collaboration on ways to align programs.
- The internal professional development programs offer the opportunity for core and CTE faculty to network, receive curriculum development strategies, and foster awareness in changing educational initiatives.

How will your consortium inform districts and postsecondary institutions about opportunities to integrate academic standards into CTE frameworks/industry standards?

- The New True North Star Board had members identify the importance of MSHA in addition to OSHA, and Microsoft Suite Certification, we will explore these opportunities in the next 2 years of the grant.
- The performance indicators will be reviewed with secondary and post-secondary administrators to determine the appropriate course of action.

How do your efforts constitute a well-rounded education as defined by ESEA: "courses, activities, and programming in subjects...with the purpose of providing all students access to an enriched curriculum and educational experience" (Section 8101(52) of Perkins Guide, p. 224)?

- CTE courses offer the opportunity for college and career readiness skills. Furthermore, events that are held to support such skills are offered to a broad range of the student body.

Once baseline data is determined, we will have a yearly meeting with principals to review performance indicators. At this meeting, we will review consortium-wide, and also look at each district's data once provided by the district to Perkins coordinators. We put strategies in place to increase performance. One of the administrators on our board can help facilitate this yearly discussion. Through our merger work and reviewing performance indicators as a new consortium strategies will be determined. This will help our board gain ownership of these initiatives. At this time the current TSA is budgeted by the district or supported via different grant funding. If new TSA is determined necessary Perkins may fund them on a 3-year transition cycle.

For post-secondary, once baseline data is determined, we will have a yearly meeting with MN North Dean of Technical Programs to review performance indicators and discuss who else to have conversations and planning conversations with. Through our merger work and reviewing performance indicators as a new consortium strategies will be determined. This will help our board gain ownership of these initiatives. At post-secondary, there is some funding budgeted for TSA but this will be on a 3-year transition cycle. We will support for year 1, then 50% at year 2, and then transition off the grant year 3.

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- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 5: Special Populations

Special Populations Narrative

Describe the specific, coordinated actions and efforts your consortium will take to:

- Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.
- Prepare special populations for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.
- Develop new initiatives to better prepare CTE participants for non-traditional fields.
- Ensure members of special populations will not be discriminated against.

Enter response below:

Address the barriers to access and success for special populations within CTE programs identified in your CLNA; include a description of how these barriers were identified.

- At-home factors (such as parental involvement, income, trauma, child care, health needs), class scheduling constraints, lack of CTE offerings, District/School funding, CTE program awareness, academic preparation, accommodations, and support services, career and academic advising, graduation requirements prerequisites to enter the program, gender and/or ethnic exclusivity to a CTE course, negative perception to CTE courses in general, parent/counselor/peer pressure towards academic degrees, transportation. While these barriers represent a significant response from survey data, not all are within the scope of efforts to improve - for example, most at-home factors cannot be directly addressed through improvement efforts.
- The barriers were elucidated from CLNA surveys sent to secondary educators, secondary counselors, secondary administrators, post-secondary educators, and post-secondary staff (including post-secondary counselors).
- CTE programs can be expensive for students, families, and schools. Families can be expected to provide transportation, meals, and time away from work. Gender stereotypes for certain CTE program fields of study. Traditional expectations for workers can limit enrolment and therefore diversity. Perceptions of student ethnicity and/or culture can negatively affect access to academic and WBL learning opportunities.
- Further barriers include community concerns/restrictions - for example, some industries are concerns about special education students being about to put equipment away in a proper fashion and who will be responsible for monitoring students in a WBL situation, which also leads to the necessity of a properly licensed teacher in not only WBL but also special education.
- Finally, within special education programs, there exist students with IEP or 504 plans in school settings, which mandate by law accommodations for said students, which may offer a challenge for employers to meet given limitations in workspace, accessibility, established procedures and protocols and management/peer worker structures.
- Barriers were identified from stakeholder surveys and conversations with regional WBL directors and systemic awareness within stakeholder organizations at the secondary and post-secondary levels.
- Post-secondary barriers to rigorous coursework are supported by CLA, counselors, and advisors all of which support students 1:1 with touring and students' study skills. Non-traditional students in these programs of Engineering, Culinary, Natural Resources, Nursing, 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.

Prepare special populations for high-skill, high-wage, or high-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 review, 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.
- Certain special populations do not share the same representation in WBL such as internships because there is more of a focus on general and universal work skills that can impede development in higher-level content development.

Develop new initiatives to better prepare CTE participants for non-traditional fields.

- Outreach to schools, special events geared towards special populations, in-house school projects inclusive to all, relationship building, pre-program preparation, leadership positions with underrepresented groups represented, job shadowing, and social media.
- Continued facilitation of programming such as the EMPOWER program at Hibbing Community & Mesabi Range College, Hashtag Night at Mesabi Range College, and Engineering Camps at Itasca Community College, where are designed to increase awareness and provide support for women in trades and engineering.
- Increased funding towards and growth in WBL programming, which functions to enhance participation for all groups, but will in so doing serve to increase access to business and industry partners for underrepresented and nontraditional student participants.
- Intentional and student-focused initiatives are required regardless of career field. Directors and instructors need to converse with students to understand the needs for recruitment, retention,

and worker preparation.

Ensure members of special pops will not be discriminated against.

- 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.

To address the challenges that districts face when working with students with disabilities, Perkins Coordinators will meet with special educator directors from the various high schools to learn about their programming and needs, then we can determine strategies and how to leverage Perkins funding. Once we know all the facts and stakeholders' needs then we can work with our board to determine the next steps.

- **We are increasing partnerships with ALI, CareerForce, Career Pathways, and Career Academies. Workforce partners with our schools to host workshops on learning styles,**

Perkins Tech Prep Mini-Grant was developed by East Range Consortium and have been leveraged for several years. Through the merger work, Perkins Tech Prep Mini-Grant

- 1. Support the retention, recruitment, and training of CTE instructors**
- 2. Support the progress towards equal access to CTE programs for all students (CLNA Element #5)**
- 3. Support increased work-based learning opportunities; this will be funding for any activities outside of our careerforce region. We are working with careerforce to leverage their career awareness funding first, and then Perkins funds the remaining balance.**

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- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 6: Work-based Learning

Work-based Learning Narrative

Work-Based Learning is a required component of State Recognized Programs of Study. Consortia are strongly encouraged to invest financial resources to proactively address the expansion of work-based learning opportunities.

Provide the following information in the space below:

- Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.
- Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.
- 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.
- Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

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.

Enter your response here:

Describe the experiential learning opportunities provided to students enrolled in CTE programs at the secondary and postsecondary levels.

- Work-Based Learning (WBL) programming opportunities are increasing in our consortium. Students in selected classes must participate in a WBL orientation led by licensed WBL coordinators. Students are then matched to participating business and industry partners for coordinated and monitored activities within-host industry partner facilities. In our budget, we have allocated funding toward supporting students to participate in work-based learning with industry partners.
- WBL programming is inclusive of the presentation of career readiness skills through the utilization of business and industry guest speakers, mock interviews, internships, resume review, career fairs, field trips, and other outreach events designed to be supportive of all populations, including those in underrepresented populations and nontraditional students in CTE. The FY23 application work-based learning will be addressed to be fiscally supported.
- Currently, partnerships exist with L&M Radiator, Valvoline, MN Twist Drill, DMR Detroit Diesel, and Range Steel - some with greater participation than others. Safety has been a larger concern for participants under 18. COVID19 protocols have precluded most healthcare providers from working with our groups due internal policies.
- Career Academies in Hibbing hosting career panels for all students 11th and 12th grade, and career fairs to provide work readiness skills - open invitations sent to all range schools for participation at the Hibbing Memorial Building.
- Post-Secondary includes internships, business and industry presentations, mock interviews, resume support, industry capstone experiences, clinicals, paid field experiences and part-time employment.
- TNS - East continues to support and enhance the 218 Trades event and Job Fairs, which draws from business and industry stakeholders region-wide and provides students the opportunity to attend the event and create connections for future employment. Further, the consortium has the opportunity to reach out during the event to forge new partnerships to create additional WBL, job shadowing and industry-specific partnerships.
- IASC Next Career pathways has a broad range of academic and WBL opportunities at secondary and post-secondary levels, currently 7 pathways: Business, Computer Science, Construction, Education, Healthcare, Manufacturing and Natural Resources/Agriculture. WBL programming activities have three categories: explore, experience and excel, with continuing improvement efforts for enriching WBL activities.
- Secondary principal barriers to WBL include teacher licensure and class scheduling concerns.

Describe the work-based learning programs available to students which support the consortium's secondary program quality accountability measure.

- 5s3 Program Quality WBL % concentrators graduating having participated in WBL:
 - Welding (All 3 levels) - 70 total students
 - Construction (Woods 1, 2, 3, BC 1 & 2) - 98 total students
 - Electricity/Electronics - 28 students
 - Automotives/Small Engines - 66 students
 - Design: Architectural & Engineering/Intro to Engineering - 12 students
- Efforts were made to obtain the accountability measures, but requests were not returned in time to be able to report within this document when it was submitted.

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.

- K12, PS, and WBL directors continue to reach out to local business and industry partners to expand programming, though limitations will continue to exist for students under the age of 18. Special populations.
- When considering staffing considerations for WBL within IASC, licensed teachers are sought in all schools and pathways to better offer opportunities to students. Discussions with respect to address barriers such as learning challenges when entering pathway programs, so that both learning challenges and rigorous, developmentally appropriate academic and technical

experiences are addressed.

- Business and Industry stakeholders represent a large proportion of our new governance board, and offer the opportunity to support connections in-house and laterally to supporting industries which will add to our capability to expand our offerings and potential growth in WBL.
- One barrier to expand WBL to special education students involves specialized licensure requirements for WBL leaders. Currently, Hibbing has a Special Education Teacher seeking WBL licensure, which will be in place for fall 2022 and therefore allow more special education students to participate in WBL programming.

Based on the most recent data, many consortia are close to improvement plan status at the secondary level. Describe how your consortium will invest financial resources to increase work-based learning opportunities.

- To increase WBL opportunities, we will continue to support our WBL Directors in their workings with local business and industry partners. Partial funding is allocated to provide transportation for students to participate in said activities, which constitutes the bulk of the expense incumbent upon a given district. Further, with the existing CTE faculty employed, relationships between faculty and business and industry partners will continue to provide opportunities for collaboration and expansion of programming.
- It is also expected that the presence of business and industry partners on our Governance Board will provide opportunities for enhanced partnerships given their strategic positioning within the regional economy. Funding has been set aside to provide mileage reimbursement for business and industry partners serving on our board, thus alleviating the expense for more distant partners. Funding has also been set aside for larger gatherings for more intensive meeting sessions between faculty, staff and business and industry partners in the form of catered services to afford casual conversations in which such subjects may be broached and discussed at length.
- Some of our K12 institutions have expanded support structures such as counseling, mental health, and social worker staffing to support students with residual COVID19-related socioeconomic trauma, which affords additional support for students who may have in the past or moving forward had difficulty with course completion, graduation progress, etc... and can now receive additional services to support their full participation within the existing educational structure, therefore leading to greater performance with respect to accountability measures.
- To enhance collaboration amongst regional stakeholder organizations, plans are being made to accentuate partnerships between Perkins, the Applied Learning Institute, and IASC Next Career Pathways can integrate to maximize funding opportunities for the True North Stars Consortium.

To better understand 000750 next year coordinators need to research along with state training on these programs to learn best practices and possibilities to better serve students. We will meet with other consortium leaders who is doing this work in working with teachers with the 000750 licensure. Also, we will meet with special educator directors from the various high schools to learn about their programming and needs, then we can determine strategies and how to leverage Perkins funding. Once we know all the facts and stakeholders' needs then we can work with our board to determine the next steps.

The first step to increasing WBL is to audit current educators on WBL licensures. work with MDE specialist to learn avenues for adding WBL endorsement

The second step is to continue with a licensure cohort model. A cohort model initiative was started last year that will be expanded upon in FY23. This is a cohort model working with a consultant to support teachers trying to achieve or expand their CTE licensure. Potential areas to expand include T & I and work-based learning licensure. Increase licensure through cohorts for CTE licensure, which results in an increase to the levy. Work will be done in collaboration with ALI on how levy funds are supporting programs of study. In the FY23 application, funding will be allocated to a licensure cohort. This licensure cohort is budgeted under reserved funding.

Third, once a teacher has a WBL licensure a program approval will be completed.

There are several funding streams for supporting of work-based learning.

Perkins Tech Prep Mini-Grant was developed by East Range Consortium and has been leveraged for several years. Through the merger work Perkins Tech Prep Mini-Grants will be expanded upon as a best practice and will be made available to the full consortium including Hibbing and Itasca. These Perkins Tech Prep Mini-Grants will meet the ever-evolving needs of teachers and students as the year progresses and as True North Stars grows. The request form and process will be developed and launched to support this new initiative and will allow the new board to provide guidance on approval requests. There are 3 main focuses for Perkins Tech Prep Mini-Grants, (but other may be considered based on board review and recommendation)

1. **Support the retention, recruitment, and training of CTE instructors**
2. **Support the progress towards equal access to CTE programs for all students (CLNA Element #5)**
3. **Support increased work-based learning opportunities; this will be funding for any activities outside of our careerforce region. We are working with careerforce to leverage their career awareness funding first, and then Perkins funds the remaining balance.**

Additional funding for work-based learning is through CareerForce/JET partnership. They agreed to fund \$16,000 for school and industry collaboration activities. Both central and west regions of the True North Stars have leveraged and benefited from the MN Department of Labor and Economics for the Youth Skills Training Grant. Hibbing was awarded funds for FY22 and FY23, and IASC was awarded for FY23 and FY24. These were both 2-year grants for \$100,000 per consortium. Also, in IASC we received a \$55,000 1-year grant through Greater Twin Cities United Way's Purpose Driven Paycheck for Career Pathway internship programming. While Perkins doesn't have significant funding dedicated to work-based learning we are leveraging outside funding streams.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 7: Early College

Early College Narrative

Describe the actions and efforts your consortium will take to expand access and promote:

- Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).
- Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).
- CTE coursework that earns credit equivalency for high school graduation requirements (e.g., economics, chemistry, art, math).
- Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

Enter your response here:

Postsecondary credit, such dual or concurrent enrollment programs in CTE (e.g., University of Minnesota CIS – College in the Schools, dual enrollment with Minnesota State colleges).

- Students have access to PSEO credit in courses such as Certified Nursing Assistant, EMT and Paramedic.
- Students also have access to programs through various campus open houses, scrubs camps for nursing and boot camps for welding technology, graphic design media, and women in the trades.
- There are new opportunities to increase program size and to expand upon middle school career exposure activities so that when they transition to high school they know their options and can enroll in a CTE course. Examples: Bigfork, Nashwauk-Keewatin, and Greenway hosted 7th and 8th-grade career awareness day where students rotate through hands-on activities to be exposed to different careers. Perkins can support how this event can be implemented in other districts. Another example is Mesabi Range Nursing Program connects with local elementary 5th/6th-grade students bringing students to campus to learn about the nursing program. Nursing students have also had the opportunity to speak at the elementary level regarding their medical training. This could be expanded to other schools and program areas.

Articulated credit options for high school coursework matriculation in CTE (e.g., individual agreements between teachers and instructors for articulation).

- We have articulated credit options with Greenway and Deer River High Schools through education and also through health care.

Advanced high school courses and curricula in CTE which provide certifications-by-exams (CASE, Microsoft, Adobe, CompTIA, ServSafe) or credit-by-exams (e.g., AP, IB).

- In our high schools, we have several capstone and advanced courses that provide students the opportunity to earn certifications. At St. Louis County Cherry and Mesabi Range school, there is a dual enrollment Microsoft Office Suite. In the manufacturing pathway in IASC students earn OSHA-10, in the East range OSHA-10 is in construction courses. In our Family and Consumer Science Programs of Study on the East Range students earn a ServSafe certificate.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 8: Support to Professionals

Support to Professionals Narrative

Provide the following information in the space below:

- Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?
- Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?
- How do these actions support the needs identified in your CLNA?

NOTE: Education professionals include teachers, faculty, administrators, specialized instructional support personnel and paraprofessionals.

Enter your response here:

Describe the specific actions your consortium will take to recruit and prepare education professionals, including individuals from underrepresented groups and nontraditional careers. What partnerships or processes exist (or will be developed) in relation to recruiting new teachers when the need arises?

- We need to showcase teacher work at 218 Trades, highlight teachers at Minnesota North Open Houses and at high school open houses.
- We need to provide training from MDE such as licensure cohorts and developing a plan to launch Work-Based Learning programs.
- There needs to be more teacher collaboration between career areas, 218 Trades training for teachers, training on new equipment, and professional development at the local, state, and national levels.
- There needs to be new equipment training and curriculum writing.
- We need to sing teachers praises and tell their stories.
- We need to extend professional development, licensures, continuing education credits, field specific training, and mental health/behavior support training. We also need to provide stipends for these.
- Focus on one area this year and another area the next year. With a large consortium, we can bring in someone for teachers in similar fields to attend together. We can then have a follow-up session.
- We lose competent teachers at both the secondary and post-secondary sides due to salaries/benefits being better in the industry than in education. This is incredibly evident in all trades.
- We know that MDE hosts a CTE specific new teacher training program, and we are looking to explore a regional mentorship model now that we have merged. This would connect new CTE teachers with both a seasoned teacher and a business/industry partner that will support and help that teacher make connections to the region and in their CTE area.

Describe the specific actions your consortium will take to retain, train and develop education professionals and ensure applicable state certification and licensure requirements are met. What opportunities do educators have for professional development?

- We need to provide training from MDE such as licensure cohorts and developing a plan to launch Work-Based Learning programs.
- There needs to be more teacher collaboration between career areas, 218 Trades training for teachers, training on new equipment and professional development at the local, state and national levels.
- There needs to be new equipment training and curriculum writing.
- We need to extend professional development, licensures, continuing education credits, field specific training and mental health/behavior support training. We also need to provide stipends for these.
- What kind of plans would help support the approval of professional development. Focus on one area this year and another area the next year. With a large consortium, we can bring in someone for teachers in similar fields to attend together. We can then have a follow up session.
- Professional Development: Externships, equipment, licensure cohort model and increased levy funding, workshops/conferences, regional cluster meetings; in the FY23 budget funds have been allocated for professional development which will improve recruitment, retention and training of CTE educators.
- Lynette How (Nursing Lead for MN North) suggested that there be a request for funds for all nursing instructors to attend the same conference and receive the same software.

How do these actions support the needs identified in your CLNA?

- Teacher retention is an area that was identified in our CLNA as an area to improve. FY23 will include researching and developing other programs throughout the state and anticipated to launch in FY24.

The area of focus for this narrative would be to train and equip teachers/faculty in MDE-approved Licensure Cohorts. This would include the time and coordination of True North Stars Coordinators to facilitate and plan for the training sessions. Professional Development: Externships, equipment, licensure cohort model and increased levy funding, workshops/conferences, and regional cluster meetings; in the FY23 budget funds have been allocated for professional development which will improve recruitment, retention, and training of CTE educators majority of funding is in reserve. 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.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 9: Performance Gaps

Performance Gaps Narrative

Based on the analysis of disaggregated data for both secondary and postsecondary:

- What specific student group(s) were identified as having significant disparities or performance gaps?
- What specific actions will the consortium take at both the secondary and postsecondary level each year of the local plan to eliminate these disparities or close performance gaps?
- What financial resources will be leveraged to support these actions?

Enter your response here:

- Baseline data for the new True North Star Consortium for Performance Indicators was not available at the time of completing the Comprehensive Local Needs Assessment. Once data is provided to the consortium we will spend the next grant cycle analyzing and developing impactful initiatives to increase performance.
- At this time, COVID19 still poses challenges in our education system both at secondary and post-secondary, and we will feel these lingering effects for years to come.

Based on the analysis of disaggregated data for both secondary and postsecondary:

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

- Our gaps came in the following area for postsecondary - Postsecondary retention and placement, earned recognized postsecondary credentials, and nontraditional program enrollment.

What specific actions will the consortium take at both the secondary and post-secondary level each year of the local plan to eliminate these disparities or close performance gaps?

- Actions on the postsecondary side include having specific academic advisors/counselors assigned to increase retention and placement as well as earning recognized postsecondary credentials. We also have two individuals aligned with the EMPOWER program (Anna Wald and Angela Heikkila) that work to attract and mentor women in the trades. Both individuals will also be hosting Women in the Trades camps to attract more females to nontraditional fields.

What financial resources will be leveraged to support these actions?

- We will look to use our reserve dollars when it comes to our nontraditional program enrollment. We will set aside funds for events such as Women in the Trades camps as well as tours specifically dedicated to underrepresented populations. We will also set aside funds for advisors, counselors, and CLAs to help increase our post-secondary retention and placement as well as increase the number of students earning postsecondary credentials. Funding will be allocated for events to recruit and build awareness and skills in camps and campus events such as Native American population for Natural Resource Field Day or welding and welding boot camps. We will also support the society of women engineers.

Coordinators have started to analyze the data in secured reports for secondary performance data and PowerBI Perkins reports for post-secondary data. We have reviewed data for the former Itasca, Hibbing, and East Range consortiums. We are still waiting on data for True North Stars. We have started to review the following reports: Accountability: Performance Indicators and enrollment, P-file, and continuous improvement reports. In PowerBI we have received Core Indicator Report, 3P1 CIP Program Report, 3P1 Career Cluster Report, Core Indicator 3P1 Trend Report. Coordinators arrange with MDE to host training with MARS staff personnel and secondary administrators. This is especially important as our data will reflect updates for the 22 newly merged schools. This will help increase the accuracy of our performance data.

The new Perkins board will convene a secondary admin group to review performance indicators both at large scope by region of the new True North Stars consortium and provide district-specific data. This group will help advance strategies to increase performance levels.

Funding:

Improvement Plan Work-Based learning 5S3- Narrative 6 funding was budgeted. Additional funding for work-based learning is through CareerForce/JET partnership. They agreed to fund \$16,000 for school and industry collaboration activities. Both central and west regions of the True North Stars have leveraged and benefited from the MN Department of Labor and Economics for the Youth Skills Training Grant. Hibbing was awarded funds for FY22 and FY23, and IASC was awarded for FY23 and FY24. These were both 2-year grants for \$100,000 per consortium. Also, in IASC we received a \$55,000 1-year grant through Greater Twin Cities United Way's Purpose Driven Paycheck for Career Pathway internship programming. While Perkins doesn't have significant funding dedicated to work-based learning we are leveraging outside funding streams.

Improvement Plan for Program Placement Program Placement 3S1- funds are budgeted under post-secondary Programs of study and special populations. We will host college visits on MN North Campuses in addition to career days, and program-specific events like women in engineering or women in welding. Funding is also budgeted for summer boot camps for students to learn about campus programs and develop confidence in skills to want to move from high school to post-secondary. Additional funds for program placement will be provided by careerforce/JET partnership.

Improvement Plan 3P1: Nontraditional Program Enrollment. Empower- Perkins does not need to fund this initiative as there is additional outside funding available to this program. True North Stars does support the nontraditional program enrollment through funding for initiatives such as "Women in Engineering" nights, Skills camps dedicated solely to Women, and Native Americans in Natural Resource Careers. This is under budget area Narrative 5 - Special Populations

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 10: Consortium Governance

Consortium Governance Narrative

Provide the following information in the space below:

- Describe your consortium’s formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions and the communication systems in place to ensure all consortium members are continually updated.
- Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope and quality.

NOTE: The required components for a consortium’s governance structure are further detailed in the Perkins Operational Handbook (p 11).

Enter your response here:

Describe your consortium’s formal governance structure, including how the consortium leadership is organized, the processes used for making financial decisions, and the communication systems in place to ensure all consortium members are continually updated.

Describe the actions the consortium is taking to ensure Perkins funding is supporting programs of sufficient size, scope, and quality.

- Our new 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.*” Newly formed Perkins True North Stars was established with an orientation kick-off in December 2021. This board is comprised of 50% business/industry, secondary teachers, secondary admin, post-secondary faculty and admin, and community, and workforce partners. When developing the board it was important to have representation from the 3 previous consortia and a variety of regional partners representing multiple CTE areas. All of our POS are represented on our board. Since our first orientation, our board has met 3 additional times. There are formal leadership roles of a chair, vice-chair, and treasurer. These leadership roles were voted on and approved.
- See attached board composition spreadsheet and PDF of Governance Guidance.
- In addition to the full board, we have formed 2 working subcommittees.
 - Subcommittee 1: Regional Needs Committee that reviewed DEED DATA, CLNA survey results and helped determine our CLNA strategies and Programs of Study. This subcommittee committee met 3 times on this work.
 - Subcommittee 2: 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 6 times to determine the budget.
 - The subcommittee presented the final budget draft to the full board on April 20th, 2022 for approval.
 - As the board evolves additional subcommittees maybe be added
- Teacher representation on the board, ensures we are providing professional development opportunities to all CTE areas. This is one way we are supporting and advancing our CTE teachers. Teachers on our board have an important voice they are bringing to the table and the board feels they should be supported monetarily, with sub costs, stipends, and professional development. They have the expertise and knowledge in growing new programming.
- Through our board work, we are creating professional development opportunities for both business/industry and teachers to attend workshops, conferences, and training that will strengthen the pathway between secondary, post-secondary, and business and industry. Ensuring we have cross representation at professional development opportunities will strengthen a program’s size, scope, and quality. This will also assist in the retention, recruitment, and training of CTE teachers.
- As our board develops and involves additional standard operating procedures, roles and responsibilities, and best practices will be determined and created.
- In FY23 will continue to support and develop our board with fiscal support for meetings, professional development, supplies, and events.
- We have been encouraged through MN North College Leadership to leverage our newly merged consortium and focus on regional efforts. The coordinators will convene stakeholder meetings with Perkins, ALL, and Career pathways/academies.

Attached is a document, “FY23 True North Stars Coordination Positions Breakdown” that clearly articulates all coordinator time and percentages. It also lays out funds budgeted from each narrative to support coordination time. In total there is only 1.24 FTE coordinator time for secondary, for 22 schools, and 1.15 FTE coordinator time for 6 college campuses. Through our new board, an HR subcommittee will be reviewing Perkins Coordinators’ structure and duties. There may be tasks that can be streamlined and reimagined while other tasks might need more time allocated. This will be a conversation for HR subcommittees in addition to supervisors of Perkins coordinators. The merge is in progress and it won’t be until the first year of implementation that we can determine the new structure of the coordinators, this will be worked on in FY23.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Narrative 11: Reserve Funds

Reserve Funds Narrative

In compliance with Perkins V, Section 135 and Section 112(c), Perkins Reserve funds must be used to support innovative work in up to two (2) of the following categories:

- CTE teacher/faculty recruitment, retention
- Achievement gaps in math, language arts
- Performance gaps
- Development of new Programs of Study

Please provide the following:

- Identify the category(ies) your consortium has selected and describe the innovations being supported by the Reserve fund.
- Provide specific budget details on how the Reserve fund will support the innovation.
- What are the expected results of this innovation?
- How will this innovative strategy be supported after Perkins funds are expended?

Enter your response here:

The first category that we will be leveraging reserved funds for is CTE teacher/faculty recruitment, retention and training of CTE professionals including underrepresented groups.

- A cohort model initiative was started last year that will be expanded upon in FY23. This is a cohort model working with a consultant to support teachers trying to achieve or expand their CTE licensure. Potential areas to expand include T & I and work-based learning. Increase licensure through cohorts for CTE licensure, which results in an increase to the levy. Work will be done in collaboration with ALI on how levy funds are supporting programs of study. In the FY23 application, funding will be allocated to a licensure cohort.
- Through CLNA surveys, it was determined that our counselors are wanting more support and information around CTE. We will partner with guidance counselors from all 22 school districts throughout the consortium specifically around workforce and DEED data and applying the information to their position in providing career counseling to students.
- We know that MDE hosts a CTE specific new teacher training program, and we are looking to explore a regional mentorship model now that we have merged. This would connect new CTE teachers with both a seasoned teacher and a business/industry partner that will support and help that teacher make connections to the region and in their CTE area. Teacher retention is an area that was identified in our CLNA as an area to improve. FY23 will include researching and developing other programs throughout the state and is anticipated to launch in FY24.
- Teachers in smaller districts' professional development time for attending conferences needs to be valued as they have limited opportunities to collaborate and network with other districts in the region. Also, whenever possible ensure that teachers from both secondary, post-secondary, and business and industry members involved in advisory boards attend and network at the same training. Consider joint transportation as an option and additional funding from ALI or other sources.
- Reserved allocation will be used to support all subs and professional development that was requested by educators and approved as a board priority.
- Part of providing educators and coordinators with professional development opportunities, we have allocated fiscal support for professional organizations, including but not limited to MACTA, ACTE, local chambers, local trade organizations, etc.
- There needs to be more teacher collaboration between career areas, 218 Trades, JET, ALI and Career Pathways training for teachers
- Teacher representation on the board, ensures we are providing professional development opportunities to all CTE areas. This is one way we are supporting and advancing our CTE teachers. Teachers on our board have an important voice they are bringing to the table and the board feels they should be supported monetarily, with sub costs, stipends, and professional development. They have the expertise and knowledge in growing new programming.
- FY23 the newly formed consortium will pilot a professional development reimbursement guide/framework for reimbursing educators for professional development opportunities such as curriculum writing, summer rate, stipends, and travel to attend professional development. see attached. We will support curriculum writing financially according to our reimbursement framework.
- Through our board work we are creating professional development opportunities for both business/industry and teachers to attend workshops, conferences, and training that will strengthen the pathway between secondary, post-secondary, and business and industry. Ensuring we have cross representation at professional development opportunities will strengthen a program's size, scope, and quality.
- In our FY23 budget we have allocated and the board has approved funding support for professional development. This will assist in the retention, recruitment, and training of CTE teachers.

The second category that we will be leveraging reserved funds for is the Development of new Programs of Study. A subcommittee of our new Perkins board was developed to help identify Programs of study priorities and also up-and-coming regional needs. This group reviewed DEED data and CLNA survey results. It will be East and West secondary coordinator salary that during the next year a considerable amount of coordinator time will be spent working with regional partners such as ALI, JET and Career Pathways/Academies as well as board members who represent high need career industries. We will be working to develop a plan to implement new programs of study. Currently, we are anticipating a Program of Study development in career areas such as but not limited to:

- Healthcare– International Falls, Hibbing, Rock Ridge, Hill City (offered to students at Northland Remer school through transporting students back and forth,, and additional schools as licensure are obtained with program approval to follow
- Computer science–Nashauk-Keewatin, Rock Ridge, Deer River and explore other districts to develop additional programs of study
- Culinary- (current POS) but looking at being newly implemented at the Rock Ridge district.
- Automotive maintenance is being expanded to Northland Remer through a collaboration with Hill City. Students will be transported from Northland Remer to Hill City. Manufacturing production will be offered to Hill City via licensed staff at Northland Remer.

- Human Service- future discussion to create and expand Human Services Programs of Study, for example early childhood, mental health, education/teaching professions
- Hibbing and Mesabi East exploring careers in Agriculture and Natural Resources
- Through regional collaboration and expanding partnerships with Career Pathways and Academy programs, Perkins will look to align and straighten overlapping career areas. This may lead to the development of new programs of study.
- By developing new Programs of Study the results will benefit local educators, students, and businesses and industry.
- In the development of new programs of study, we will be purchasing Software for Communication Technology for a total of \$5100. This also supports the CLNA element 2, strategy 1. Equipment will be needed to meet industry standards is a way to have a quality program including increasing the size and the scope of the program. From the CLNA, 45% of faculty were very concerned that they wouldn't have the necessary equipment to facilitate the proper implementation of their programs of study.
- At post-secondary we will also allocate funds toward professional development in nursing, engineering, and natural resources.
- Minnesota North College Nursing Department lead, Lynette How requested funds for all nursing instructors to attend the same conference and receive the same software.
- Minnesota North College will be fully merged on May 22nd, program across 6 campuses, is yet to be determined and aligned which will affect all Programs of Study and funding support. We will need to be flexible with Perkins funding based on program planning at post-secondary; programs may be added or sunsetted.

Explore New Programs of Studies

Individual district conversations, with admin and teachers who are currently or interested in teaching new programs of study. It isn't until we review DEED data and learn about the district's vision for CTE program growth that we will be able to determine what NEW programs of study to focus on. One we meet w/ districts and educators, we will create a plan to support with resources how to get the district to offer a new program.

At post-secondary assemble a group to explore the computer science area. We know the conversation is happening with the MN North Merger, but Perkins needs to be connected to those conversations.

Set up a meeting with Tim Barrett to learn about Computer Science career clusters and career pathways to better understand the options we want to focus on developing. During this conversation with Tim, we will discuss licenses needed for our teachers and higher ed options to obtain that licensure.

Develop exploratory sub-committee of board members to move towards implementation of new programs of study. We would invite board member and educator Ryan Lindsay from North East Range to sit on this exploratory sub-committee due to his experience teaching Mobile CSP and with his partnership with St. Scholastica. We will also have conversations with Itasca Economic Development Corporation about their work developing a tech center for the West Range, and with Deer River Community and their project to develop a Tech Hub.

We have funds in reserve for educators to receive professional development to integrate technology concepts into their current courses, in addition for teachers to gain new ideas to launch a computer science pathway/academy.

Technology literacy is a skill that every industry in our modern world relies on technology in some capacity. Students in manufacturing, business, marketing, natural resources, engineering, and healthcare need to develop specific technical skills that each of our Program of Study industries are desiring.

Biomedical/clinical engineering is an existing department at Range Fairview and offers an opportunity for our healthcare stakeholders to showcase a career field that incorporates both medical careers and information technology. We believe that this is a potential bridge in programming that may allow CNA/HCCC/LPN/RN students to find additional career opportunities through lateral career fields in career growth and development. We see additional pathway crosswalks between medicine, information technology, and engineering. Including secondary CNA/HCCC students will offer enhanced career opportunities that will multiply the effect Perkins can have in developing our new programs of study.

New Program Studies Healthcare

At post-secondary through the merger of MN North, we will be working alongside the new Director of Nursing for Minnesota North Colleges. This is a new role where we are looking at our health care programs for the region as a whole. This is a holistic view that Perkins will be supporting. We will be spending the year meeting with healthcare facility site directors at each campus to learn how their program needs to be strengthened to meet the high demand of our region. One idea that is in development that coordinators will help support is a regional collaboration for assisting faculty and students with simulation and healthcare technology.

At the high school level, Perkins coordinators will assist high school teachers in program approval for new medical careers courses. We will be contacting our medical community stakeholders for additional outreach opportunities that can assist high school teachers in developing CTE healthcare career course electives, and/or augmentation to existing programs to showcase simulation healthcare technologies. It is expected that the incorporation of outreach efforts with technological aspects of healthcare will encourage students to explore healthcare career opportunities in combination with other technological courses such as pre-engineering and/or information technology.

Our new consortium will be partnering with MN North to develop a region-wide HOSA chapter that will provide opportunities for both high school students and post-secondary students. Instead of each high school developing its own chapter, students and teachers will be able to access a larger network that will be led by college faculty and provide leadership opportunities for post-secondary students in the student nursing associations and practical nursing clubs. Perkins coordinators will be the conduit between high school teachers and post-secondary teachers to launch this new regional chapter with demographic hubs. There will be a Hosa hub in the east, central and west range, but together they will form the region HOSA chapter. By having a region-wide HOSA chapter local healthcare incentives would be more willing to donate financially to a larger network rather than support many smaller high school groups. The possibilities for funding will be greater, which is why at this time Perkins only has \$1000 budgeted for professional development for staff to create the HOSA chapter.

Funding to support the professional development of these new programs of study is budgeted under reserved funding. We have secondary educators wanting additional training in the development of computer science and healthcare careers. We also budgeted funding for professional development for educators to obtain licensure through a cohort model to teach new programs of study.

Because of the two-year funding cycles, and the fact that True North Stars will officially merge after July 1, 2022, we are experiencing a rapid change in our programming. We feel that it is necessary to allow for the time necessary for the merger process to reach fruition. This requires that we remain agile, yet aware of the nature of change with respect to our educators, educational institutions, and business and industry stakeholder needs. It is important to reiterate that our post-secondary partner organization has just completed its transition from 5 distinct campuses to one Minnesota North College. Not only do we have the challenges of a consortium overhaul and reorganization, we also have our collegiate partner reorganized, which means that communications and efforts in CTE require time to align in a thoughtful, complete and responsive way. Attached is a document that clearly lays out the coordinator's salary and percent of the time. In order to carry out strategies identified in CLNA and outlined above in the new program development coordinator's salary and fringe needs to be covered. A significant amount of time next FY of coordinator's time will be spent on strengthening the merger process, SOP, board development, creating licensure cohort, convening larger regional groups of ALI, JET, and Career Pathways/Academies in addition to creating new programs of the study identified in CLNA. Coordinators are the liaison and conduit between high school and post-secondary programming and educators. We will be forming subcommittees, hosting meetings, diving into DEED data, continuous analysis of industry needs in new programs of study, and leading these initiatives and strategies.

Check which use(s) of funds in section 135 of Perkins V are supported under this narrative:

- 1. 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.
- 2. Provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals.
- 3. Provide within CTE the skills necessary to pursue career in high-skill, high-wage, or in-demand industry sectors or occupations.
- 4. Support integration of academic skills into CTE programs and programs of study.
- 5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement on performance indicators.
- 6. 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 report.
- Not Applicable

Workforce Center Collaboration

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

Workforce Center Collaboration

	Total(s)
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	0
(POSTSECONDARY) Estimated expenditure/in-kind contributions used in collaboration with Workforce Centers	5000
Postsecondary Subtotal	5000
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	3000.52
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	7500
Secondary Subtotal	10500.52
TOTAL	15500.52

Perkins-Funded Positions

This section only requires that you provide names and positions for Perkins-funded positions. Upload the position description for each individual you identify in the table. If you have more position descriptions than allowed in the space below, attach them to the end of the application.

List all Perkins partially- and fully-funded positions. Indicate whether each position is secondary or postsecondary, the percentage of time each position is funded by Perkins, and the amount funded by Perkins.

Perkins Funded Positions

Name	Position	Secondary/Postsecondary	File Folder # (Secondary)	Percentage of Time	Amount
Chris Vito	Coordinator	Postsecondary		50%	\$34,706.00
Sabrina Skeens	Counselor/Advisor	Postsecondary		45%	\$24,892.00
Matt Jarva	Advisor	Postsecondary		15%	\$24,892.00
Jeanette Cox	Advisor/Tutor	Postsecondary		15%	\$6,016.00
Richard Larson	Advisor/Tutor	Postsecondary		10%	\$8,016.00
Jessica Matvey	Coordinator	Postsecondary		20%	\$16,000.00
Janet Swanson	Culinary CLA	Postsecondary		78%	\$21,373.00
Nursing (TBD)	Nursing CLA	Postsecondary		37%	\$19,619.00
Electrical Maintenance (TBD)	Electrical Maintenance CLA	Postsecondary		50%	\$14,385.92
Jane Shade	Coordinator	Postsecondary/Secondary		90%	\$96,000
Greta Crowe	Nursing CLA	Postsecondary		12.5%	\$6,000.00
Joline Leone	Natural Resources CLA	Postsecondary		12.5%	\$7,309.50
Joseph Umlauf	STEM Outreach Specialist	Postsecondary		48%	\$33,600.00

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

Position Description

vito_chris_position_description.pdf

Position Description

skeens_sabrina_position_description.pdf

Position Description

jarva_matt_job_description.pdf

Position Description

Cox.Jeanette.PD.3.31.15.pdf

Position Description

Larson, Richard.PD.pdf

Position Description

Jessie Matvey - Enrollment Specialist - Minnesota North Signed PD 5.5.22.pdf

Position Description

CLA1 Culinary UPT Swanson HCC.pdf

Position Description

CLA Electrical Maint PD 2022.pdf

Position Description

CLA 2 PD HCC 6-25-2020.pdf

Position Description

AP1 STEM Outreach--Job Description.pdf

Position Description

Greta Crowe_PD_2022.pdf

Position Description

Joline Leone_PD_2022.pdf

Additional Documentation

These required documents must be uploaded with your application:

1. **Statements of Assurance (Statements of Assurance should be combined and uploaded as one single PDF).** ([Download the .pdf file](#))
2. **Combined Secondary and Postsecondary Budget Excel Sheet** (Download link coming soon)
3. **Consortium Consolidated Equipment Inventory**
4. **Improvement Plan Template. Only required for those consortia on an improvement plan.** ([Download the .doc file](#))

If you have other Additional Supporting Documents that you want to add to your application, upload them below.

REQUIRED: Statements of Assurances (Attached as one large PDF file):
True North Stars SOA--ALL.pdf

REQUIRED: Combined Secondary and Postsecondary Budget Excel Sheet
Combined-Secondary-Postsecondary-Budget-Blank-Template-Web.xlsx

REQUIRED: Consortium Consolidated Equipment Inventory
FY23 Itasca Perkins Inventory.xlsx

Improvement Plan
True North Stars--Improvement-Plan-Template-Final-2-9-22 (2).docx.pdf

Additional Material
Board Description-True North Stars Regional Board.pdf

Additional Material:
Regional Perkins True North Stars Board Composition.pdf

Additional Material:
True North Start Teacher Stipend Recommendation.pdf

Additional Material:
True North Stars Consortia List.docx

Additional Material:
JOB DESCRIPTION FY23.docx

Additional Material
FY23 Sandness Description.pdf

Additional Material:
FY23 True North Stars Coordination Positions Breakdown.docx.pdf

Additional Material:

