



2024-2025 Academic Year High School Nandagikendan (Seek to Learn) Academy Report

During the 2024-2025 Academic year, ten schools were set to participate in the monthly Seek to Learn Academy. To address the number of schools now in the program, schools were offered two options for the school year: partner with another school to take six trips with a maximum of 15 students per trip or take four individual trips with a maximum of 30 students per trip. The following schools chose the partnership choice:

- Cloquet High School/Cloquet Area Alternative Education Program (CAAEP) and South Ridge High School
- Carlton High School and Denfeld High School
- Proctor High School and Wrenshall High School

The following schools chose the individual trips:

- Barnum High School
- Fond du Lac Ojibwe School "FDLOJS"
- Hinckley-Finlayson High School "HFHS"
- McGregor High School

The partnerships provided the opportunity for students to connect with each other, but the challenge was accommodating both schools' schedules with college/university schedules. School bell schedules also created a challenge, as some schools have four-day weeks, some have late start or early ends, or some have a short day during the week. However, when one of the partners would need to cancel or reschedule, it did allow the other school to then bring more students along. Cloquet High School and CAAEP did not have any students attend any of the trips this year, in part due to the fact they have been in the program the longest, and due to sporadic student attendance. The point of contact for FDLOJS left the school for another position and despite multiple attempts, another point of contact was not established to finish the school year. Proctor High School has a small group of students in the Indian Education program, and many of the students who attended last year were not interested in visiting other campuses, as they had already determined which campuses they hoped to attend. Overall, the feedback from teachers is that students have many opportunities to explore colleges and universities through various programs in their schools and the demands of achieving educational goals or attending other school activities limits student availability for the Seek to Learn Academy events. This information can be seen Figure 1, where even schools that were partnered that had the opportunity to take six trips from October through March (April was intended to be the reschedule month for canceled trips), the

most trips taken by any school was only four trips. Most students only attended one trip during the academic year, with 89 out of 164 students attending only one trip. The numbers greatly decreased as the number of trips increased with only 40 students attending two trips, 21 students attending three trips, and 14 students attending four trips. This data supports a new goal for the 2025-2026 academic year in which schools will have four individual trips throughout the year to make scheduling easier, rather than partnering schools, and still maximizing the number of trips each school can fit into their schedules.

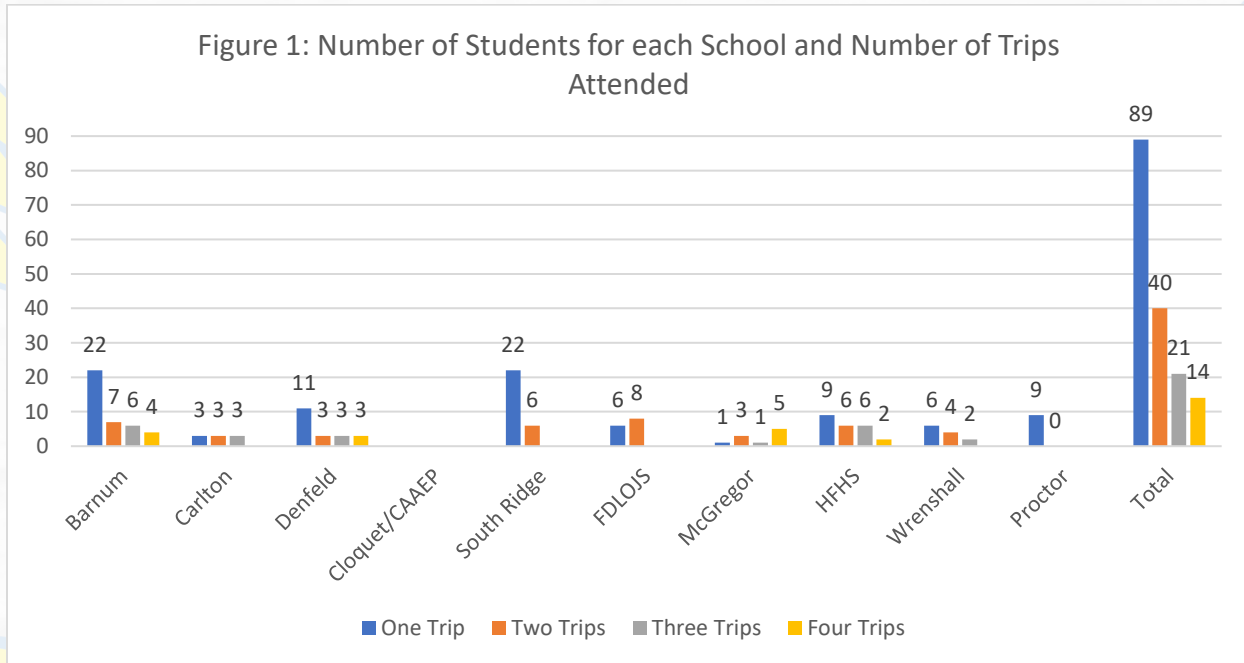


Figure 1: A breakdown of the number of students who attended one, two, three, or four trips per school for the '24-'25 academic year. Most students attend only one trip throughout the year.

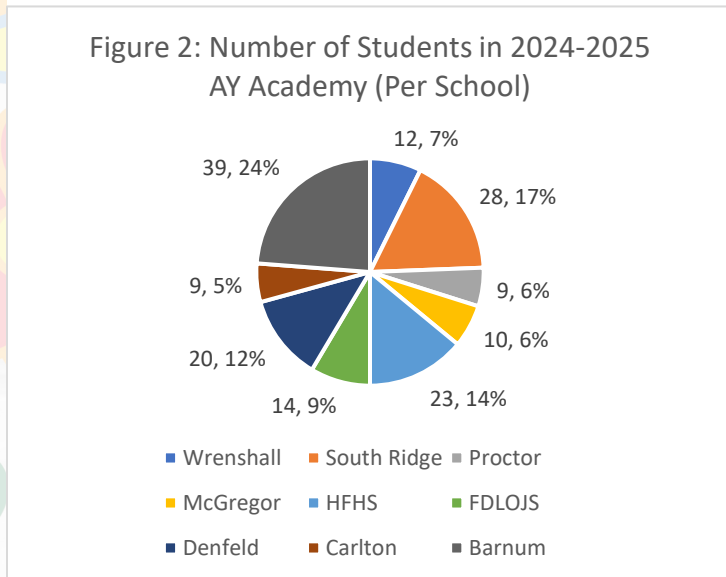


Figure 2: The number of students who participated from each school as a number and a percentage. Barnum had the most participants this year.

Most of the participants were with schools that chose to do individual trips, as seen in Figure 2. It is hypothesized that the scarcity mindset of having a limited number of trips led to the success of having better attended trips. While some schools can pull more students into the program by recruiting freshmen, the challenge is maintaining the program with those schools in the next four years. Schools that have been part of the Academy for over four years are generally seeing a decline in attendees since there are only so many colleges and universities that schools can visit given travel times and limited hours in a school day.

Figure 3: Grade Level of Participants as Percentage

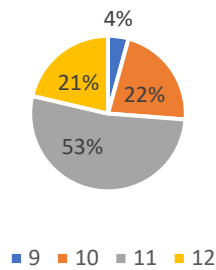


Figure 3: The grade level of participants, showing that over half of participants were juniors this year.

Figure 4 highlights that most schools have most of their participants being in their junior year, which is typical given that junior year is when students are trying to determine which college or university they would like to apply for. The Academy provides them the opportunity to explore the campuses they are interested in, and it allows seniors an opportunity to choose which of the campuses they've been accepted to as their campus of attendance.

Partnered schools had the opportunity to take up to six trips during the year while individual schools had the option of taking four trips. The total number of trips for each school is illustrated in Figure 5. Barnum, McGregor, and HFHS met their

Figure 5: Total Trips per School

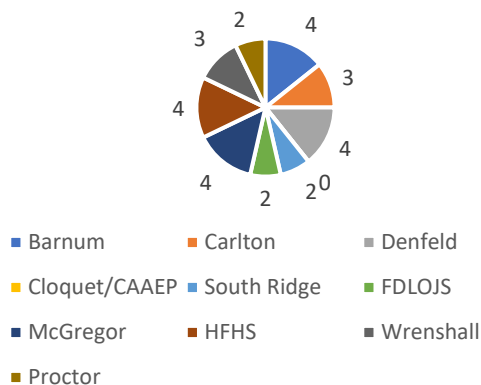


Figure 5: Each school had a set goal for number of trips during the year. Most schools did not meet their goal.

Over half the students participating in the Academy were juniors while 22% were sophomores and 21% were seniors, as seen in Figure 3. The schools that chose the partnership structure were asked to focus on sophomores, juniors, and seniors. Carlton and Denfeld were partnered but since they both have small populations of interested students in their Indian Education programs, they did bring some freshmen into the program.

Figure 4: Number of Attendees per School per Grade

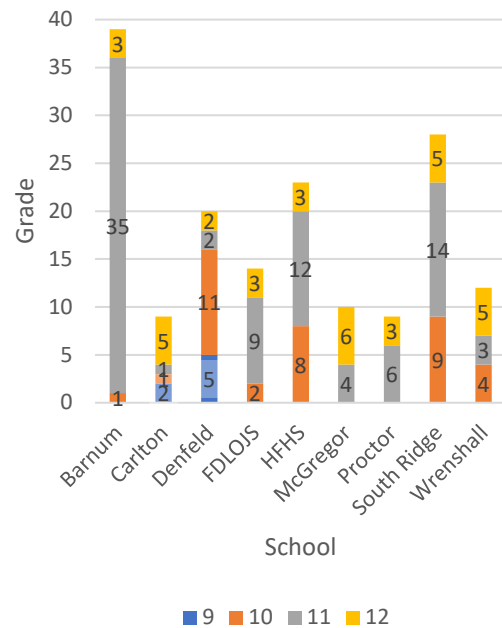


Figure 4: A breakdown of the participants from each school by grade.

goal of four trips. Denfeld and FDLOJS could have taken two more trips to meet their goal. Wrenshall and Carlton were three trips short of the goal but often found that their small population of students in the Indian Education program usually led to having to cancel trips due to not having enough student interest. The same was true for Proctor and South Ridge, where the number of trips offered as a goal was almost too many for students to be able to attend, and both schools fell short of their goal by four trips. As noted, Cloquet/CAAEP did not take any trips this year and had set a goal of six trips.

Figure 6 was created to determine how many students visited each campus this past year. Given that the Seek to Learn Academy is based out of the Fond du Lac Tribal and Community College, schools generally start the year by visiting FDLTCC to explore student interests through the Dream Navigator curriculum, as it helps guide the program for each school for the rest of the year while addressing student interests. Red Lake Nation College had the second most student visits, though the fact the campus is new to the program could explain the interest. UM-Duluth had the third highest number of student visits, though the group Barnum brought to UM-Duluth was 30 people in one trip, as the students had a high interest in visiting UM-Duluth. Five of the 14 campuses visited were four-year universities.

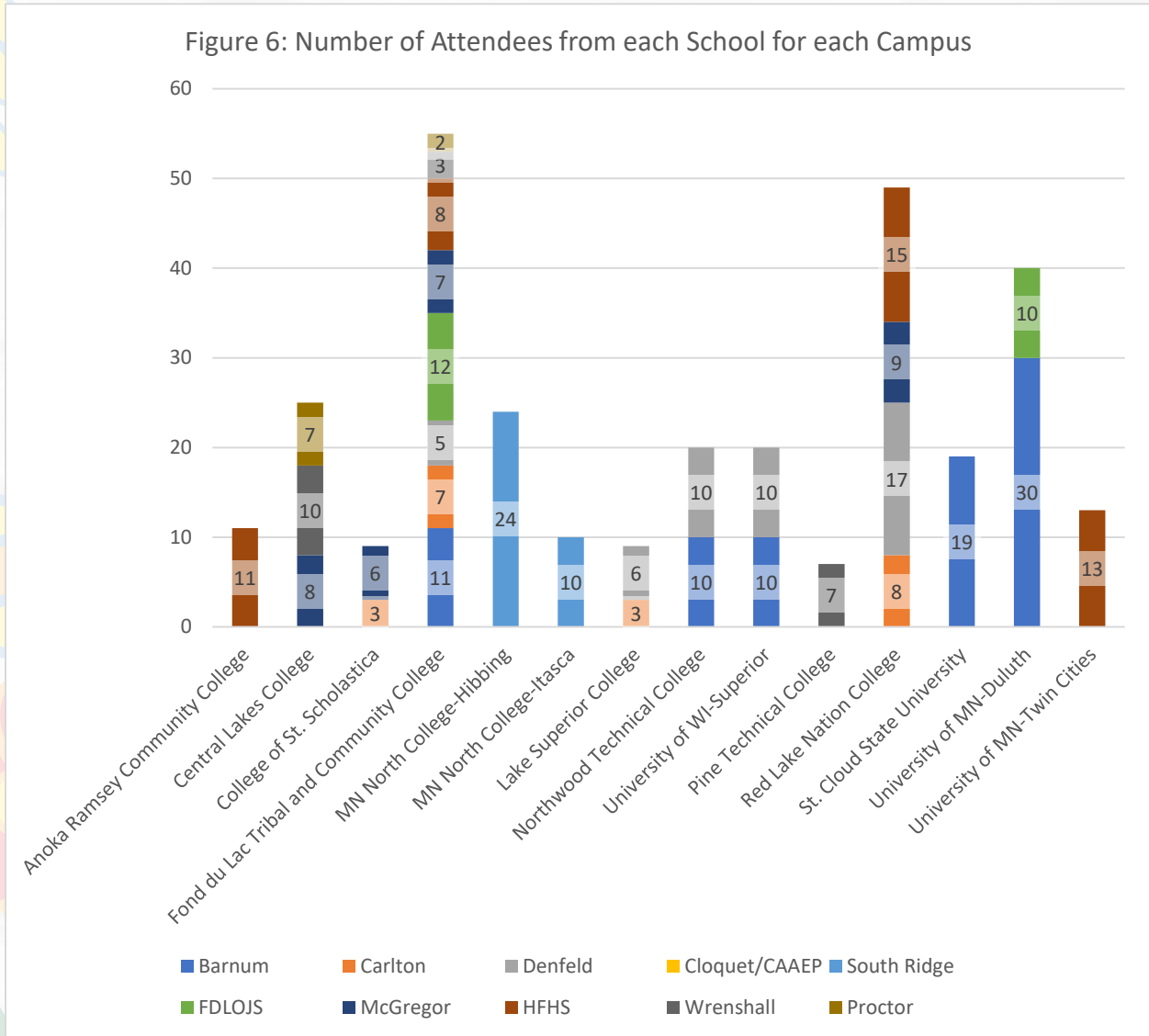


Figure 6: The chart shows the number of students who visited each of the campuses. Students were primarily interested in visiting two-year colleges and especially Red Lake Nation College, which was new to the program this year. Fond du Lac Tribal and Community College is the starting point for each school, as students are introduced to college and career exploration through the Dream Navigator curriculum, so having the highest number of student visits is expected. Throughout the year, students visited 14 different campuses with only five of those being four-year university campuses.

Most students in the Academy have expressed wanting affordable and quick programs that will get them decent to high-paying jobs right after graduating from their program. When talking with teachers, it appeared that more students are focused on two-year colleges for their next step after high school. Though the students in the Academy represent a small cohort of high school students in the region, the data from the Academy program indicates that students prefer exploring two-year colleges over four-year universities, as seen in Figure 7, with a key for the figure being found in the table to the right. The data in Figure 7 demonstrates a change in students' goals, and it presents the question of when this takes place. Further analysis of past Academy data would provide some more insight to this phenomenon. The inner circle of Figure 7 shows the classification of the campuses, being either a two-year campus or a four-year campus. The outer circle notes the specific campuses visited this past year during the Academy. 68% of visits were to two-year campuses with 18% of those visits being to FDLTCC.

Key for Figure 7	
Campus Name	Abbreviation
Anoka Ramsey Community College	ARCC
Central Lakes College	CLC
Fond du Lac Tribal and Community College	FDLTCC
MN College-Hibbing Campus	MNN Hibbing
MN College-Itasca Campus	MNN Itasca
Lake Superior College	LSC
Pine Technical College	Pine Tech
Red Lake Nation College	RLNC
Northwood Technical College	Northwood Tech
College of St. Scholastica	CSS
University of WI-Superior	UWS
St. Cloud State University	SCSU
University of MN-Twin Cities	UMTC
University of MN-Duluth	UMD

Figure 7: Percentage of Student Visits by Type of Institute and by Campus

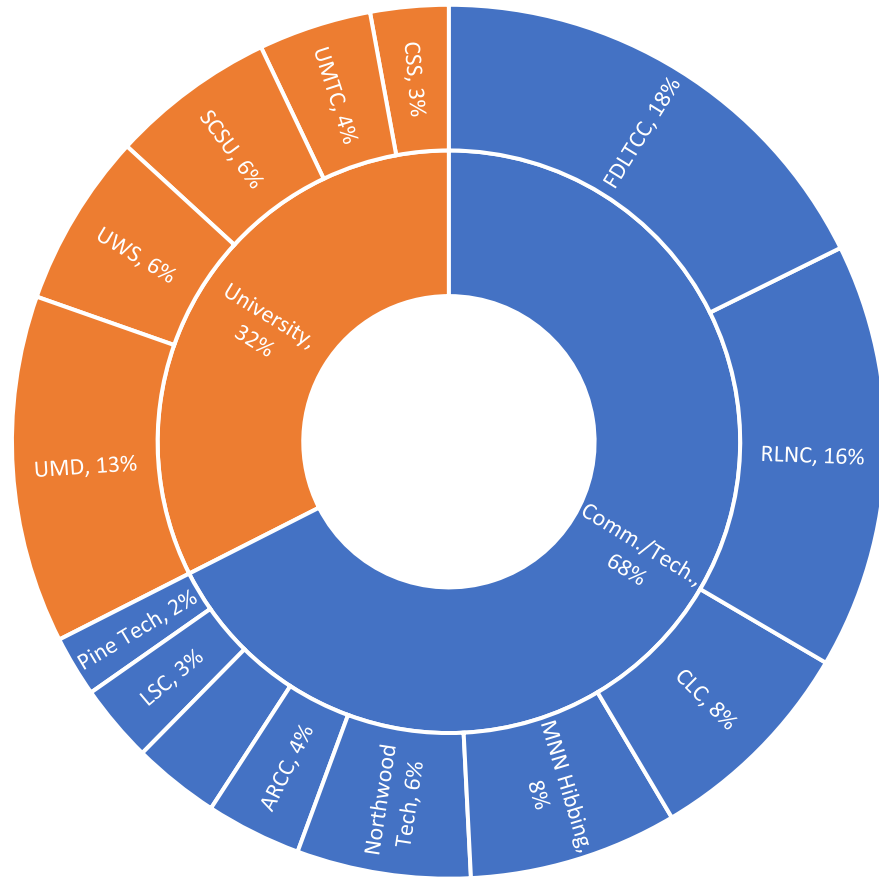


Figure 7: Community/technical (two-year) colleges are represented in blue while universities (four-year) are in orange. 68% of visits were to two-year campuses.

Of the 164 participants in the 2024-2025 academic year Academy, 80 students (49%) had tech ID numbers, indicating that they had, at minimum, completed a prospective student card for FDLTCC, as seen in Figure 8. Of those students who have Tech IDs, only 6% of them (11 total) are CITS or PSEO. Figure 9 shows the number and percentage of participants that have Tech IDs by the school they attend. South Ridge and Barnum high schools have the most students with Tech IDs at 19% and 17%, respectively. Figure 10 illustrates the number and percentage of participants that have Tech IDs

Figure 8: Student Status for '24-'25 Academy Participants

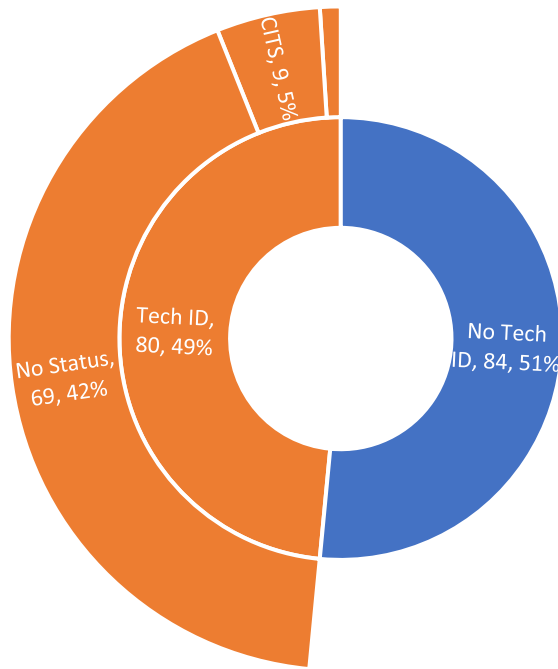


Figure 8: 164 students participated in the Academy, and of those, 49% have Tech IDs with FDLTCC. Only 11% of that 49% are CITS or PSEO, at 5% and 1%, respectively.

Figure 9: Number of '24-'25 AY Academy Participants with Tech IDs per School

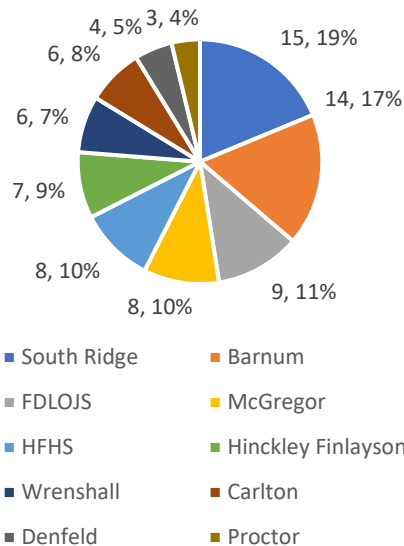


Figure 9: A breakdown of participants with Tech IDs and which high school they attend. South Ridge and Barnum high schools have the most Academy participants with Tech IDs.

by grade, showing that over half (53%) of participants with Tech IDs are juniors in high school. This data can be used to determine which schools have support for students in seeking CITS/PSEO as well as determining FDLTCC's outreach to local area schools. Further analysis would assist in determining why there are many students with Tech IDs that don't end up as PSEO or CITS with FDLTCC.

Figure 10: Number of '24-'25 AY Academy Participants with Tech IDs by Grade

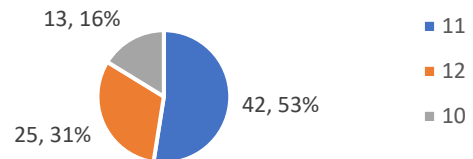


Figure 10: The number and percentage of participants with Tech IDs by grade. Over half of participants with Tech IDs are juniors.