



Status Report

01713-FY17 Great River Consortium Perkins Application

Perkins IV Consortium

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Goal 1: Designing & Implementing Programs of Study: Goals, Objectives and Strategies

Goal 1 Narrative:

1. GRPC (Great River Perkins Consortium) has 1228 total programs of study with 71 unique pathways completed and approved under our local system. GRPC uses the Rigorous POS Framework for improvement planning.
2. GRPC will continue to implement TSA's in appropriate classrooms for secondary and in college programs with state approved assessments. We will use the TSA data as a basis for program improvement at both levels.
3. Our current Rigorous POS is Automotive Technology and we will employ the ROPS evaluation process for adding Manufacturing in FY17.
4. SCTCC intends to deploy the DACUM process to evaluate curriculum alignment to current job expectations for select occupations. The process will be a collaborative effort among educators (secondary & post-secondary), employers, and high-performing incumbent workers.
5. Develop and implement opportunities for Special Population students. Specifically, GRPC supports Summer Career Academies that serve 50 students who are ELL or have an IEP. There are four academies: Business, Entrepreneurship, Administration and Marketing (BEAM); Health Care Service (HCSA); Digital Media (DMA) and Science, Technology, Engineering and Math (STEM). **Please see Goal 3.**

QUESTION: What activities were conducted during the grant year that supported Programs of Study (POS)?

Program of Study opportunities and college and work readiness standards are communicated to learners, parents, tech Counselor meeting took place on September 30th, 2016, at St. Cloud Apollo in conjunction with St. Cloud Technical and Community College.

St. Cloud Technical and Community College (SCTCC) participated in a new community initiative called "SPARK: Igniting Your Future". The initiative was done in partnership with Times Media who publishes the St. Cloud Times, a daily newspaper serving the Central Minnesota area. For 10-months, the St. Cloud Times did monthly feature stories on careers in skilled trades and other fields that do not require a bachelors degree. SCTCC hosted monthly SPARK open houses, focused on the skilled trade of the month. Faculty provided not only tours but short hands-on activities for open house participants. Hundreds of persons attended these open houses and were exposed to careers and educational options available at SCTCC. Dates and themes included: October 6 (Machine Tool); November 10 (Robotics/Mechatronics); December 8 (Plumbing, Electrical, HVAC); January 12 (Carpentry, Land Survey, WETT, ACT); February 9 (Automotive and Trucking); March 9 (Service Industries); April 6 (Management/Business Management); May 11 (Healthcare); and June 8 (Healthcare).

Articulation meetings bring together secondary and post-secondary instructors; in the ever-changing environment of dual credit opportunities, there is a need to assure students are being provided the best possible opportunities for career exploration and knowledge acquisition through CTE programs. The expansion of www.CTEcreditMN.com articulation website to additional consortia provides more opportunities for high school teachers to articulate with additional post-secondary institutions and regional and/or statewide agreements.

GRPC hosted 2 articulation meetings which reviewed courses and pathways/clusters in the career field. We also discussed POS that have been developed, our rigorous POS, what assessments the colleges are using and possibilities for improvement in all of our schools. An annual articulation process is utilized to ensure the integrity of our agreements. With recent changes in the technological interface, updates to www.CTEcreditMN.com; there is a need to redesign the articulation process to provide consistent practice among the participation consortia.

TSA's were administered for post-secondary programs. TSA results were provided to instructional faculty for review use as a component of the curricular review for CTE programs.

Perkins funding was utilized to acquire state-of-the-art equipment, tools and supplies for a variety of CTE programs as SCTCC: Welding, Automotive Service Technology, Medium Heavy Truck Technology, Dental Assistant/Dental Hygiene, Land Survey/Civil Engineering, Electrical Construction Technology, Auto body Collision Repair Technology,

SCTCC worked with Staff from Advance IT Minnesota, to bring the IT Exploration curriculum training to the GRPC service area; 13 high school Business Education teachers, 2 college Network Administration and 1 college Computer Program instructors participated in the day-long curriculum training. This event not only provided teachers resources to use in their classrooms, it also provided an opportunity to network with the college faculty teach in IT fields.

SCTCC employed a strategy to improve FY2016 performance by evaluating the graduation eligibility of the students included in the 2014 & 2015 cohort data set and purposefully contacted the students to encourage degree completion and/or submission of application to graduate to maximize the degrees conferred in FY2016 or to encourage continued enrollment in the next term. Faculty Advisors were asked to verify students' eligibility for graduation and to contact student to assure they had completed an application for graduation which initiates the process to confer academic awards.

SCTCC has fully implemented the Starfish early alert system to enhance services to student who may be struggling academically. The system has streamlined the early alert process to notify students, advisors, and instructors. This has allows staff and faculty to implement interventions and to refer the student to services to support their academic success. A notable result that can be attributed to the implementation of the Starfish system is reduction on the number of students who were placed on academic suspension. As use of the Starfish system increases there is expectations that more students will be retained and ultimately complete their program of student.

QUESTION: Describe the impact of the POS in terms of participation, concentrators, student outcomes, etc.

The automotive POS impact will be measured based up on the number of students enrolled, TSA results, and faculty feedback. The total post-secondary headcount for Fiiscal Year 2016 is 2,704, of which 32.62% represent concentrators and completers.

QUESTION: What activity (or POS) was the most successful, something that you would repeat or share with others and why?

New leadership will begin monitoring POS involvement and determine which activities are needed to help with the promotion. SCTCC participated in the SPARK Initiative with Times Media and other community partners (see above).

Support of student organizations is a cornerstone of the work that is supported by GRPC.

Post-secondary funds were utilized to cover the travel costs associated with faculty advisors for student clubs participating in national skill competitions: SkillsUSA, DECA, etc.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R5 Professional Development , R10 Collaboration, P2
Counseling

Strategies

1. Annual meeting with Counselors with focus on CTE, student transfer and work-based learning.
2. Appropriate CTE staff will attend professional development activities germane to their program area.
3. Expansion of the post-secondary/secondary faculty trainings to CTE areas. (modeled after the previous training in Auto Service)
4. Post-secondary funding will be provided to CTE faculty to participate in professional development activities, including but not limited to classroom instructional techniques, classroom management, faculty internships, and industry related training.

Outcomes

Professional development opportunities are available to all CTE teachers/faculty

Measures

Secondary and Post-secondary staff attend, document, and share the outcomes of their experience with appropriate audiences.

Post-Secondary Required Activities	\$8,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,000.00
Secondary Required Activities	\$38,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$3,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$41,000.00
Total	\$49,000.00

Reallocation Explanation

Goal 1 Objectives 2

Use of Funds

R1 Academic Integration , P6 Mentoring/Support Services

Strategies

1. Development course/programs assessment models in all career and technical programs
2. Academics in CTE workshops will be provided to interested CTE/Academic
3. SCTCC will focus strategies to assist CTE students to complete Certificates, Diplomas and Degrees
4. SCTCC will support the completion and retention initiatives to improve program completion measures utilizing advising staff, faculty advisors and peer mentors to engage students.

Outcomes

All CTE students will show improvement in academic and technical skills. Improvement in measures 2P1, 3P1, 1S1 and 1S2

Measures

Post-secondary will continue assessment planning for targeted college programs.

Secondary student as will meet proposed state targets Notable improvement in post-secondary performance measures. Secondary workshop participation

Post-Secondary Required Activities	\$5,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,500.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$11,500.00

Reallocation Explanation

Goal 1 Objectives 3

Use of Funds

R1 Academic Integration , R2 Programs of Study

Strategies

1. Provide appropriate early college opportunities to secondary students through Discovery Academy (concurrent enrollment).
2. Adhere to college-ready standards for students participating in Discovery Academy, share expectations with secondary partners through communication and faculty mentors.
3. GRPC institutions will continue to articulate entry level CTE courses as recognized through faculty meetings and curriculum review with specific attention to course content.
4. Participate/support articulation website (CTEcreditMN.org) architecture and functionality that serves 15 consortium partners to catalog articulation agreements and credits earned by students.

Outcomes

Opportunities for early college are available to all participating secondary school districts

Measures

Continue longitudinal reporting. Create baseline data Materials will be made available to all partners

Post-Secondary Required Activities	\$10,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$10,000.00

Reallocation Explanation

Goal 1 Objectives 4

Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P2 Counseling, P10 Student Transition

Strategies

1. Teachers/faculty will review and discuss POS and TSA during consortium curriculum/articulation meetings and secondary Annual program reviews
2. Area industry leaders will offer feedback to POS during Advisory Board meetings annually
3. CTEcreditMN.com is used as information sharing and distribution tool for articulation
4. SCTCC will continue to refine components of the completion and retention initiatives to improve program completion measures. Components may include further distribution of completion information, professional development for faculty and advisors, awareness campaigns for students, and other activities.

Outcomes

1. Students, Parents, Teachers/faculty, counselors and administration are involved and informed in the development of Programs of Study.
2. Secondary and post-secondary instructors will review, improve and approve articulation agreements in 5 Career Fields: Business, Management & Administration; Arts, Communications & Information Systems; Engineering, Manufacturing & Technology; Health Science Technology; and Human Services.
3. GRPC students will have opportunities to earn college credit.

Measures

Meeting schedules and minutes Articulation agreements. Data entry completion in POS templates.

Anecdotal comments and evaluation.

Articulated College Credit information and resources will be available and shared by all CTEcreditmn.com partners.

Post-Secondary Required Activities	\$5,000.00
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Post-Secondary Permissible Activities	\$7,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$22,000.00

Reallocation Explanation

Goal 1 Objectives 5

Use of Funds

R2 Programs of Study, R6 Assessment

Strategies

1. We will identify and implement secondary and postsecondary technical skill assessments in state approved POS. TSA's in place in appropriate pathways. Secondary: Therapeutic Services, Welding, Early Childhood, Auto , Marketing (Merchandising), Pro-Start and Construction. Post-secondary: Accounting, Network Administration, Dental Assisting, Dental Hygiene, Surgical Technician, Nursing (Mobility), Practical Nursing, Cardiovascular Technology, Paramedicine, Diagnostic Sonography, Auto Body, Auto Tech, Medium Heavy Truck, Sales and Management, Admin Supports, Energy Technical Specialist, Carpentry, Electrical Construction, Plumbing, Water Environment Technology, Health Information Technology, Machine Tool Technology, Welding/fabrication, Instrumentation Process Control, Culinary, Child and Adult Care & Education/Paraprofessional Ed.
2. Secondary and Post-secondary will use the results of TSA for program improvement.
3. Purchase testing support materials

Outcomes

Valid and reliable TSA's will be purchased.
State proposed targets will be met.

Measures

The TSA's are given and scores are documented Students will be assessed in appropriate areas.

Post-Secondary Required Activities	\$6,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,500.00

Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,000.00
Total	\$22,500.00

Reallocation Explanation

Goal 1 Objectives 6

Use of Funds R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P7 Equipment Leasing/Purchasing/Upgrading

Strategies

1. Secondary Districts will purchase equipment, technology, and instructional supplies to enhance their programs of study
2. MCIS is purchased for ISD's using the secondary reserve allocation to address the rural needs of our consortium.
3. Post-secondary Basic & Reserve grant funds will be used to acquire CTE program equipment that meets industry standards with emphasis on technologically current equipment.
4. SCTCC will facilitate to use of the DACUM process for select CTE programs & occupation evaluation. Target 3-4 evaluated during FY17
5. FY2017 GRPC will declare a rigorous program of study in the manufacturing career cluster.

Outcomes

1. Programs of Study (POS) are developed to assist student in course/career planning
2. Improved CTE Programs through new equipment and technology that support POS.
3. Students have an understanding of Careers and POS available.
4. Students see the benefits of high school graduation and post-secondary education
5. RPOS packet will be compiled for the Manufacturing Career Cluster

Measures

Document quantitative and qualitative data for continuous improvement.
 Maintain required secondary database of approved equipment.
 Improvement on 2S1 Data.
 Material investment in state of the art equipment for post-secondary CTE programs.
 Completed DACUM evaluation for 3-4 CTE programs/occupations.
 Completed RPOS packet for Manufacturing will be submitted to State CTE.

Post-Secondary Required Activities	\$20,491.92
Post-Secondary Permissible Activities	\$16,840.04
Post-Secondary Reserve	\$29,277.13
Post-Secondary Admin Cost	\$4,007.18
Post-Secondary Reallocation Basic	\$11,334.47
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$81,950.74
Secondary Required Activities	\$56,900.00

Secondary Permissible Activities	\$45,054.92
Secondary Reserve	\$26,350.67
Secondary Admin Cost	\$10,000.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$138,305.59
Total	\$220,256.33

Reallocation Explanation

Post-secondary basic grant funds will be used to acquire CTE program equipment that meets industry standards with emphasis on technologically current equipment.

Goal 1 Objectives 7

Use of Funds Reallocation

Strategies

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Outcomes

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Measures

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Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$14,491.92
Secondary Reallocation Reserve	\$1,214.51
Secondary Total	\$15,706.43
Total	\$15,706.43

Reallocation Explanation

MCIS Testing

Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Narrative:

1. GRPC (Great River Perkins Consortium) will provide support for teachers and student organizations to encourage growth and participation.
2. GRPC will support opportunities for teachers and students to interact and tour industries of interest.
3. GRPC will continue to include secondary schools in college advisory committee meetings to promote improved alignment and understanding.
4. GRPC will continue to partner with Workforce Center, Chamber of Commerce, CMMA, and 360 Center of Excellence and other appropriate agencies as opportunities arise.
5. GRPC will continue to support worked based learning programs and the WTC Youth Apprenticeship program. For FY2017 expected enrollment of 50 students.
6. GRPC will provide support to WTC's Creating Entrepreneurial Opportunities program. For FY2017 expected enrollment of 50 students.
7. GRPC will continue to support the brokering of service among schools and other post-secondary institutions. Especially in the area of agriculture. Relationships with Ridgewater College, Pine Technical College and Central Lakes College will be sustained.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

Discovery Academy Advisory Board -- supports the automotive CE at Apollo

All CTE programs at the post-secondary level are in compliance with MnSCU guidelines for advisory committees. Committees include faculty members, community members, industry leaders, and college administrators. There are 14 such advisory committees included within CTE areas at SCTCC. They are as follows: Architectural; Carpentry; Land Survey/Civil Engineering; HVAC; Plumbing; Water Environment; Mechanical Design; Energy & Electronics; CNC & Advanced Machining; Welding; Auto Body Collision Repair; Automotive Service Tech; Discovery Academy Automotives; and Meidum/Heavy Truck Technician.

All CTE programs at the secondary level use these teams twice per year for curriculum and program structure.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

The advisory teams meet twice per year for each program. These teams have provided a focus to our curriculum and job opportunities for our students. We also use these teams to provide company tours and speakers for our classes.

QUESTION: Do the business and industry partners help connect students to work-based learning opportunities? If so, what type of work based learning is available to students in which programs? How many students are impacted and in which career pathways?

The Central Minnesota Manufacturing Association sponsored the 2017 Tour of Manufacturing on two Saturdays in the fall, September 30 and October 7. Eight manufacturing businesses opened their doors to the public for tours, and 1,430 persons attended the tours. Consortium staff were stationed at many of the businesses, helping to answer questions and to provide information about CTE opportunities at both the secondary and post-secondary levels.

Post-secondary CTE students complete internships and clinical experiences as required by their program planners.

Secondary CTE students have an opportunity to do On The Job Training, internships, and Youth Apprenticeships. Wright Technical Center had the following Youth Apprenticeships (YA) and On-the-job training (OJT): Manufacturing: 17 YAs; 0 OJT: Total of 17 and Health Science: 0 YAs; 6 OJT: Total of 6.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P3 Work-Based Experiences

Strategies

1. CTE faculty & staff will collaborate with local business/industry
2. CTE faculty & staff will plan and support educational exploration and work based learning opportunities.
3. SCTCC will host and fund instructional positions for Summer Career Academies.
4. WTC will provide a Youth Apprenticeship program. (New RPOS area)
5. Wright Technical Center will provide a program called CEO, Creating Entrepreneurial Opportunities.

Outcomes

1. Participants have a better understanding of educational/career options.
2. Participants see the benefits of high school graduation and post-secondary education.
3. Summer Career Academy participants will explore education and career options in 4 broad career areas: STEM, Business, Health Care and Digital Media Students have the opportunity to learn from local business.
4. Real-world, real-life work experiences for students
5. Increased support of CTE programs from local businesses
6. Increased enrollment in CTE programs

Measures

Work based learning opportunities are developed for CTE students.

SCTCC and other partnership colleges will see increased college or other certificate model enrollment and completion to increase the numbers and improve the skills of the available workforce.

Document student membership and involvement

Document business participation

Post-Secondary Required Activities \$0.00

Post-Secondary Permissible Activities \$0.00

Reallocation Explanation

SCTCC will host career exploration events and summer camps for local high school students to gain hands on experience and explore career paths.

Post-Secondary Reserve \$0.00

Post-Secondary Admin Cost \$0.00

Post-Secondary Reallocation Basic \$0.00

Post-Secondary Reallocation Reserve \$3,995.75

Post-Secondary Total \$3,995.75

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Admin Cost \$0.00

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve	\$3,995.75
Secondary Total	\$3,995.75
Total	\$7,991.50

Goal 2 Objectives 2

Use of Funds R6 Assessment , R10 Collaboration, P1 Advisory Committees

Strategies

1. Maintain program review processes for Secondary CTE programs.
2. SCTCC has fully implemented the MnSCU Policy and Procedure 3.30 College Advisory Program Committees.
3. Advisory Committees are engaged in many aspects of CTE programs including curriculum review.
4. Secondary and Post-secondary coordinators participate on SBTEC/Workforce Center committees: Youth Council & MOU/FIRST Team
5. Partner with Workforce Centers to impact work readiness and provide work-based learning opportunities
6. Post-secondary will align (as appropriate) initiatives to complement the work of other agencies under the provisions of WIOA, specifically associated with manufacturing and healthcare sectors.
7. Joint task group will utilize DACUM process for curriculum and job skill alignment.

Outcomes

1. All secondary CTE programs will update program approval information anytime there is staff, curriculum, and/or course change.
2. College programs will complete the Program Review process or demonstrate continued program accreditation.
3. All CTE programs at SCTCC and secondary districts will meet with advisory committee at least twice during the academic year.
4. DACUM profiles for 3-4 occupations will be completed.

Measures

SCTCC programs will maintain and attain program accreditation/certification from appropriate agencies. Secondary and SCTCC programs will use feedback from advisory committee to implement program and/or curriculum changes.

All secondary CTE programs have updated program approval on file with MDE.

Post-Secondary Required Activities	\$1,700.00
Post-Secondary Permissible Activities	\$5,000.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,700.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00

Total \$9,700.00

Goal 2 Objectives 3

Use of Funds

R3 All Aspects of an Industry, R5 Professional Development ,
P1 Advisory Committees, P5 Student Organizations

Strategies

1. Secondary and Post-secondary will collaborate with industry to assist in CTE program growth and development. (Advisory Boards and Student Organizations)
2. Plan and support high school CTE students with campus/industry exploration opportunities
3. Provide support for students and supervising staff to participate in local, state, regional, or national student organizations and CTE activities
4. Provide support for school and community members to attend and participate in local and/or joint advisory group meetings on a consortium wide basis. Advisory groups will discuss wage, demand and work readiness issues with program advisories/industry partners
5. Provide support for students and/or instructors to visit businesses, industrial sites and post-secondary CTE programs

Outcomes

CTE Programs will incorporate all Aspects of the Industry in their programs.
Strengthen CTE programs

Measures

CTE programs will develop and maintain advisory committees, document membership and participation
CTE programs will support student organizations, Document members and participation

Post-Secondary Required Activities \$10,047.45

Post-Secondary Permissible Activities \$5,000.00

Reallocation Explanation

Post-Secondary Reserve \$0.00

Post-Secondary Admin Cost \$1,087.37

Post-Secondary Reallocation Basic \$0.00

Post-Secondary Reallocation Reserve \$0.00

Post-Secondary Total \$16,134.82

Secondary Required Activities \$18,500.00

Secondary Permissible Activities \$37,000.00

Secondary Reserve \$0.00

Secondary Admin Cost \$1,000.00

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve \$0.00

Secondary Total \$56,500.00

Total \$72,634.82

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

1. Develop and implement opportunities for Special Population students.
2. Focus resources on serving special population students in CTE programs that lead to family sustaining wages.
3. Improve completion and success rates of special population students.
4. Improve SCTCC tutoring processes to increase retention and completion in non-traditional and other populations.

Our Consortium is committed to ensuring that students from special populations have equal access and success in our CTE programs!

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

Our Career One summer camp at St. Cloud was very successful. We also had special population students involved with our youth apprenticeship program. They were successful in completing this program and our employers were very happy with them.

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

Tutors for post-secondary CTE courses were hired to provide additional learning support to CTE students, the tutors are supervised by the professional staff of the Center for Academic Success.

SCTCC Academic Advising Center instituted a flipped-advising model. Students complete an e-Orientation online and then met one-to-one with an advisory to determine coursework and complete registration. Staff presented the model at a national conference in Washington, DC.

SCTCC's Center for Academic Success and disability services staff have identified two services as most valuable during the past fiscal year: 1) intervention services provided through Starfish and 2) accommodation services provided through Kurzweil. The intervention services has helped to reach out to students whom have been needing help but have not been willing to speak up or whom in the past have fallen through the cracks. By using Starfish, faculty can now alert the advising staff when someone may be in danger of failing or when they have not been attending regularly. This sparks our advising team into action to intervene with the student to insure that they will be successful at SCTCC. Kurzweil is a powerful text to speech reader that not only simply reads a page of text, but allows students to interact with the text by defining vocabulary, highlighting text, organizing of notes and creating study guides. Students have access to the resource more readily and more often than in the past. Kurzweil was used 1,831 times to access 756 different files for a total of 2,282.25 hours; this usage represents 418%, 300% and 399% respective increases over the past year. This software purchase now allows us to track and better determine the needs of software usage for students needing accommodations.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

Based on Accuplacer test scores, a short interview, and a writing sample, students are referred to the SCTCC English Speakers of Other Languages (ESOL) program. Three levels of instruction are available.

SCTCC's Federal TRIO program offers a wide range of free services to students who are first-generation college attendees, or are from disadvantaged backgrounds.

Melanie Matthews, who is SCTCC's Academic Case Manager for students with special needs, was hired in late September 2017. She is still developing plans in this area for the coming year.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R9 Special Populations

Strategies

4a. We will follow all processes and procedures relative to discrimination

Outcomes

4. No discrimination will be tolerated

Measures

4. In adherence to MDE/MnSC policy all complaints are investigated immediately and brought to resolution

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$0.00

Total \$0.00

Goal 3 Objectives 2

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R10
Collaboration

Strategies

1. We will provide a training session for new district staff who work with the "P File"
2. SCTCC will provide focused academic support for CTE students (tutors & accommodates)
3. SCTCC will use Star Fish Early Alert system to provide timely interventions for at risk students.

Outcomes

1. Districts will complete "P file" data reports and use accurate data to make program improvement decisions.
2. Students will experience increased retention, completion, and academic success.

Measures

Accurate and timely data
SCTCC will increase retention and completion rates

Post-Secondary Required Activities \$38,620.46

Reallocation Explanation

Post-Secondary Permissible Activities \$41,489.20

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$84,115.14
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$84,115.14

Goal 3 Objectives 3

Use of Funds R8 Size/Scope/Quality, R9 Special Populations

Strategies

1. Provide students opportunities to explore non-traditional careers through summer camps, career fairs, field trips and classroom activities

Outcomes

Students will have a better understanding of non-traditional career opportunities Increase awareness of local CTE programs

Measures

Improvement on 6S1 and 6S2 percents
Improvement on 5P1 and 5P2
Increased enrollment in both traditional and nontraditional CTE programs

Post-Secondary Required Activities	\$0.00
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Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$0.00
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Secondary Required Activities	\$5,000.00
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Secondary Permissible Activities	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$5,000.00
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Total	\$5,000.00
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Goal 3 Objectives 4

Use of Funds R9 Special Populations, P3 Work-Based Experiences

Strategies

Provide students from special populations supported opportunities to explore careers.

Outcomes

Students from special populations will have increased opportunities for college and career planning and development.

Measures

Special pop students will successfully complete a work-based learning opportunity.
Students see the benefits of high school graduation and post secondary education

Post-Secondary Required Activities	\$0.00
------------------------------------	--------

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 3 Objectives 5

Use of Funds R2 Programs of Study, R8 Size/Scope/Quality, R9 Special Populations, P2 Counseling

Strategies

We will provide a summer career academy for high school students

Outcomes

Students will have a better understanding of CTE program choices in our consortium.

Measures

A minimum of 25 students on IEP's and 25 ELL will successfully complete a summer career academy in a field of interest to them

Post-Secondary Required Activities	\$0.00
------------------------------------	--------

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$9,000.00
Post-Secondary Total	\$9,000.00
Secondary Required Activities	\$17,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$17,500.00
Total	\$26,500.00

Goal 4: Provide a Continuum of Service Provision for Enabling Student Transitions

Goal 4 Narrative:

Great River has a long history of working with neighboring consortia.

1. SCTCC will continue collaboration with multiple agencies to provide exposure and early credit options to students in CTE Programs of Study
2. SCTCC will continue to explore and improve transition models. SCTCC is initiating advising and intervention tactics to assure students complete CTE programs.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

SCTCC provides a small but growing concurrent enrollment program. In 2016-17, the college offered Automotive at Apollo High School, EMR at Tech High Schools, and Welding at Cambridge-Isanti High School.

SCTCC continues to engage secondary teachers in articulation in meetings to pursue opportunities with secondary institutions to articulate substantially equivalent courses to provide non-duplicative learning and career exploration for secondary students. During 2016-2017, SCTCC was a participating college in 26 articulation agreements. Articulation Meetings are already scheduled for November 17 and December 1, 2017.

For GRPC, 1201 students earned articulated college credit under the terms of 26 different articulation agreements. A summary of the earned credits is attached to this APR.

The Discovery Academy concurrent enrollment program continues to offer CTE education collaboration among SCTCC and area high schools. Students are participated in automotive service, welding, and first responder.

Perkins funding is used to support the Peer Mentor program at SCTCC. In 2015-2016, 5 (student) peer mentors assisted advising staff during 40 new student Advising and Registration sessions. Peer mentors were present at "Cyclone Experience," a campus event that occurred twice before Fall 2015 and once before Spring 2016 to assist new students with navigating the college. Additionally, Peer Mentors partnered with faculty teaching First Year Experience classes to provide mentoring and additional support to new students. Peer mentor activities also included work with students in pre-health/pre-nursing programs and raising awareness for undecided students regarding CTE programs.

The CTE Enrollment Specialist was hired in May 2016. Two of the main functions of this role is to assist with the STAR Camp (Students, Technology, and Robots) and to work with CTE students attending Advising and Registration. The STAR Camp is hosted by SCTCC for students in 6th-8th grades who work in teams to build, program, engineer and operate a VEX robot. The CTE Enrollment Specialist helped to plan, coordinate, and attend this event. The CTE Enrollment Specialist also assisted in 11 Advising and Registration for CTE students.

QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?

Discovery Academy credits appear on an official SCTCC transcript at the time the course is completed. Students participating in Discovery Academy can earn from 3 to 16 credits over the academic year depending on the courses the student has taken.

For high school classes that are articulated with college courses through the articulated college credit program, students must present a record of articulated college credit to the registration office of the college they matriculate to. The articulated college credit record is reviewed and recorded, if applicable, in the transfer section of an SCTCC transcript. Depending on the student's declared major, the credits will be applicable to the program curriculum or be recorded as electives.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

P10 Student Transition

Strategies

1. Continue interaction with Workforce Center executive group for workforce coordination and NCRC evaluation of our students
2. Collaboration with 360 Center of Excellence– in promoting on-line CTE learning options
3. Contribute to regional efforts under WIOA to strengthen education/employment in healthcare and manufacturing sectors.

Outcomes

Improved transition of adult learners into education and workforce (including military veterans, underemployed, and unemployed adults)

Measures

Reports on opportunities are available upon request All initiatives increase the available workforce with skills appropriate to current industry needs.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$9,846.30
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$9,846.30
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$9,846.30

Goal 4 Objectives 2

Use of Funds

R1 Academic Integration

Strategies

1a. Promote shared resources – as possible (materials and personnel) 1b. Partner with secondary to guide students to SCTCC Reading Boot Camp program to prepare for placement test.

Outcomes

1a. CTE students will improve their college-ready skills.

Measures

Less remediation will be required for students transitioning from secondary to post-secondary. Serves minimum of 100 students per year

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 3

Use of Funds R2 Programs of Study, R8 Size/Scope/Quality, R10 Collaboration

Strategies

3. Provide staffing and website to help school districts with brokering activities

Outcomes

Students and Staff will have knowledge of and access to opportunities both within and outside the consortium.

Measures

Maintain CTE Enrollment Increase usage of articulated credit

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 4 Objectives 4

Use of Funds P10 Student Transition

Strategies

1. SCTCC will utilize Peer Academic Mentors for incoming students. The expectations of this program is that it will provide new CTE students information and planning resources related to academic and CTE education preparation; expectations for success, and graduation. This initiative will promote early peer connections among students and provide a network for incoming students to access as they begin their educational endeavor.
2. SCTCC faculty and staff will utilize the Starfish early alert system to identify students who may be having academic or attendance difficulties.
3. SCTCC will add a position of Retention Specialist to focus on initiatives designed to assist students in their program completion.

Outcomes

Improved student retention and completion for students entering CTE programs

Measures

Improved Fall to Fall retention, and completions rates for student pursuing CTE program awards.

Reallocation Explanation

Post-Secondary Required Activities	\$39,385.21
Post-Secondary Permissible Activities	\$13,800.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$56,336.79
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$56,336.79

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

Great River Consortium has a strong and viable leadership structure of a five member governing board that meets monthly to plan, develop, coordinate, and problem solve all aspects of the grant. Three members of the governing board each serve as Secondary Perkins Coordinator for multiple school districts to assure that the smaller schools have a voice at the table. The districts number 2, 7 and 13 for these coordinators. The GRPC Secondary Perkins Coordinators work with their respective school districts to monitor and evaluate locate district needs; assist districts with the expansion and improvement of CTE programs. Perkins coordinators serve as the primary resource for districts with respect to Perkins processes for fiscal and s programs of study planning.

We also have a committed Advisory Board of high school administration who meet annually for reporting and feedback. The group is working extremely well and we will be continuing this process in FY17.

QUESTION: What activities were conducted that help sustain the consortium?

Monthly meetings

Professional development that was provided across the consortium

Our Consortia has a very strong advisory/governing structure. We have a 5 member Governing Board consisting of four secondary and one post secondary member. We meet monthly during the academic year. Together we manage the grant, determine collaborative options, review procedures, study the data and set funding priorities. Our governing structure and history has helped develop trust and understanding between the secondary districts and the college.

We host an annual meeting where all consortia administration is invited. At this meeting we share information, review the grant and answer questions about POS, TSA and funding.

QUESTION: Provide an overview of the leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners).

Our Governing Board is made up of 5 members: 4 secondary members and one post-secondary members.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

We conducted needs assessments through feedback from our member districts and the p-file data. Our consortium group meets once per month and we have four members that are in contact with our district for any questions. We review our past years expenditures to review needs and areas to improve. The consortium also focuses needs on one POS per year. Last year we assessed the needs in manufacturing.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

Industry partners continue to support secondary and post-secondary CTE programs through participation on advisory committees and donation of supplies and equipment.

Consortium leaders attend state and national CTE activities and conferences in an effort to keep abreast of new trends in the field, along with labor market information.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R8 Size/Scope/Quality, R10 Collaboration

Strategies

1. Continue to use post-secondary data sources to evaluate student transition, retention, and success
2. Continue to collect and use MDE data

Outcomes

Data is used to evaluate student success and continuous improvement planning

Measures

Data reports and planning strategies

Description

Reallocation Explanation

Post-Secondary Required Activities	\$4,399.58
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,399.58
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$416.67
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,416.67
Total	\$10,816.25

Goal 5 Objectives 2

Use of Funds

R8 Size/Scope/Quality, R10 Collaboration

Strategies

1. Use our communication plan and process to ensure clear communication among consortia membership.
2. Expand network of participants to promote CTE activities

Outcomes

Members are aware of consortia policies and practices.
Members are aware of consortium CTE activities

Measures

Policies and procedures are distributed to all partners. Increased numbers of CTE participants

Description

Reallocation Explanation

Post-Secondary Required Activities	\$4,399.59
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,399.59
Secondary Required Activities	\$22,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$22,500.00
Total	\$26,899.59

Goal 5 Objectives 3

Use of Funds

R8 Size/Scope/Quality, R10 Collaboration

Strategies

Continue regularly scheduled meetings with Steering and Advisory Boards.

Outcomes

GRPC member institutions are informed and engaged.

Measures

Accurate information is maintained and disseminated to member institutions, MDE, and MnSCU.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$4,399.58
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$4,399.58
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$500.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,500.00
Total	\$14,899.58

Goal 5 Objectives 4

Use of Funds R10 Collaboration

Strategies

The GRPC Perkins Coordinators will provide consortium wide coordination and collaboration with grant partners to administer our grant and achieve grant outcomes.

Outcomes

Accurate reports are submitted according to State timelines

Measures

Expenditures match grant objectives and UFARS reports.
Grant objectives are met.

Description

Reallocation Explanation

Post-Secondary Required Activities	\$4,399.58
Post-Secondary Permissible Activities	\$200.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$889.92
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$5,489.50
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$13,489.50

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Facility and Mobile Equipment Maintenance

GreatRiver_BuffaloHS_Facility and Mobile Equipment Maintenance _ MN Programs of Study _ ISEEK.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

Our strong business and industry partners are critically important to our consortium programs as we work to improve our RPOS, Facility and Mobile Equipment Maintenance.

TSA testing for transportation programs at SCTCC is conducted through the ASE Student Certification testing for Automotive Service Technology, Auto body Technology, and Medium Heavy Truck Technology. A summary of the 2015-2016 results follows.

Auto Service Technology- 41 students were tested in the areas for the coursework that had been completed. The overall test performance (percent correct) by test area was: Auto Transmission & Transaxle: 78%, Brakes: 72%, Electrical/ Electronic: 72%, Engine Performance: 73%, Engine Repair 79%, Heating & A/C 73%, Manual Drive Train & Axles 80%, Suspension & Steering 66%

Auto body Technology-13 students tested, Overall test performance (percent correct) by test area: Paint and Refinish:82%, Non Structural Repair: 77%, Structural Repair: 79%, Mechanical and Electrical: 68%.

Medium/Heavy Truck Technology-17 students tested. Overall test performance (percent correct by test area: Brakes: 70%, Diesel Engines 76%, Electrical Systems 79%, Steering Systems 74%.

Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Business, Management, & Administration	Finance	Accounting	Accounting AAS	St Cloud Technical & Community College		end of program prep for final exam		
Arts, Communication, & Information Systems	Information Technology	Network Systems	Network Systems	St Cloud Technical & Community College		end of program		

Health Science Technology	Health Science	Therapeutics Services	Dental Assisting	St Cloud Technical & Community College	end of program
Health Science Technology	Health Science	Therapeutics Services	Dental Hygiene	St Cloud Technical & Community College	end of program
Health Science Technology	Health Science	Therapeutics Services	Surgical Technology	St Cloud Technical & Community College	end of program
Health Science Technology	Health Science	Therapeutics Services	Nursing Mobility	St Cloud Technical & Community College	end of program
Health Science Technology	Health Science	Therapeutics Services	Practical Nursing	St Cloud Technical & Community College	end of program
Health Science Technology	Health Science	Diagnostic Services	Cardiovascular Technology	St Cloud Technical & Community College	end of program
Health Science Technology	Health Science	Diagnostic Services	Paramedicine	St Cloud Technical & Community College	NREMT Practical and CBT exams - end of program
Health Science Technology	Health Science	Diagnostic Services	Diagnostic Sonography	St Cloud Technical & Community College	end of program
Human Services	Human Services	Early Childhood Development and Services	Early Childhood Family Education	St Cloud Technical & Community College	end of program
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Auto Body	St Cloud Technical & Community College	end of program

Engineering, Manufacturing, & Technology	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance	Auto Technician	St Cloud Technical & Community College	end of program
Engineering, Manufacturing, & Technology	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance	Medium Heavy Truck	St Cloud Technical & Community College	end of program
Human Services	Human Services	Early Childhood Development and Services	Early Childhood Career	Buffalo	090201
Engineering, Manufacturing, & Technology		Manufacturing Production Process Development	Welding	Buffalo	172306
Engineering, Manufacturing, & Technology	Transportation, Distribution, & Logistics	Facility and Mobile Equipment Maintenance	Auto Tech	Buffalo	170302
Business, Management, & Administration	Marketing	Merchandising	Marketing II	Sauk Rapid	040800
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	Pro Start	Sauk Rapids	090301
Health Science Technology	Health Science	Therapeutics Services	Health Science Careers	Buffalo	070300

Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Administrative Supports	St Cloud Technical & Community College	end of program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Construction Careers	Buffalo	17100
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Energy Specialist	St Cloud Technical & Community College	End of Program- Edison Elec Institute: POSS & MASS
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Carpentry	St Cloud Technical & Community College	NCCER exam end of program
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development	Instrumentation Technology	St Cloud Technical & Community College	End of Program- Edison Elec Institute: POSS & MASS
Engineering, Manufacturing, & Technology	Manufacturing	Production	Machine Tool Technology	St Cloud Technical & Community College	End of Program
Engineering, Manufacturing, & Technology	Manufacturing	Production	Welding Technology	St Cloud Technical & Community College	End of Program

Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	Culinary Arts	St Cloud Technical & Community College	End of Program
Business, Management, & Administration	Marketing	Merchandising	Sales and Management AAS	St Cloud Technical and Community College	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Electrical Construction Tech	St Cloud Technical & Community College	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Plumbing	St Cloud Technical & Community College	End of Program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Water Environment Technology	St Cloud Technical & Community College	End of Program
Human Services	Education and Training	Teaching/Training	Paraprofessional Educator	St Cloud Technical & Community College	End of Program
Arts, Communication, & Information Systems	Information Technology	Programming and Software Development	Computer Programmer	St Cloud Technical & Community College	End of Program
Health Science Technology	Health Science	Health Informatics	Health Information Technology	St Cloud Technical & Community College	End of Program

Improvement Report

Improvement Report 1

Indicator Not Met:	1P1 Technical Skill attainment
Negotiated Performance:	86.30
Actual Performance:	79.83

General strategies planned to improve performance:

SCTCC will evaluate each of the TSAs included in the measure and review that the TSA is an appropriate match to the program content and outcomes. Program faculty will assess the alignment of the TSA to program curriculum objectives. Possible outcomes include, selection of another TSA or curricular changes identified from the TSA evidence.

Comments or context for actual performance (optional):

It has been determined that the TSA associated with the Marketing program (14.29% pass rate) is a mismatch between the program content outcomes and the assessment tool. There appears to be an anomaly in the Accounting TSA as the rate is significantly lower than previous years; will monitor pattern in future.

Improvement Report 2

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	32.02
Actual Performance:	28.10

General strategies planned to improve performance:

We will investigate to determine the root cause of not meeting this performance measure. Increase student, faculty, staff, and institutional awareness of this measure and employ strategies to improve future performance. Engage students, faculty and staff in efforts to improve performance. We will request technical assistance for the State CTE staff to assist in the investigation of the performance measure.

Comments or context for actual performance (optional):

Due to the conjoined nature of measures 2P1 and 3P1, SCTCC had realized a significant performance improvement and had met the target for 2P1. We have identified a third element that contributes to the performance on both measures and that is student attrition. We need to manage the attrition rate in CTE programs to remain below 23% to impact both 2P1 and 3P1.

Improvement Report 3

Indicator Not Met:	5P2 Nontraditional completion
Negotiated Performance:	15.60
Actual Performance:	14.54

General strategies planned to improve performance:

SCTCC has previously surveyed students and staff to determine if there are any gaps in service to nontraditional students, to date, no gaps were readily identifiable. SCTCC will utilize the student level data to identify students in the 2016 & 2017 Reporting cohort who are remain enrolled in their programs of study; these students will be contacted by advisors and other staff to assure students have the necessary resources to continue to participate in CTE. Further review of SCTCC's data will be used to identify patterns of student program selection, completion, stop-out and/or dropout.

Comments or context for actual performance (optional):

Although the performance target was not met, there was an improvement in performance from the prior reporting year (13.44%). This may be attributed to the efforts of early engagement with students through advising and early warning systems.

Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

Our consortium leadership has had much turn over this past year, so we are looking in to all of our indicators and making plans for continued improvement.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

We are specifically working on K-12 Initiatives to create and sustain pathways so that students have career plans when entering our programming.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

We are making sure our TSA are better aligned from secondary to post secondary programming.

Improvement Plan Action Steps

Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

1P1 Technical Skill attainment

Action Steps to improve the performance

1P1-

SCTCC will evaluate each of the TSAs included in the measure and review that the TSA is an appropriate match to the program content and outcomes.

Resources Needed

TSA Result reports and CTE faculty time.

Timeline

FY2017

Person(s) Responsible

CTE Faculty

How will progress be documented?

Selection of substitute TSA or curricular changes identified from TSA evidence.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

n/a

It has been determined that the TSA associated with the Marketing program (14.29% pass rate) is a mismatch between the program content outcomes and the assessment tool. There appears to be an anomaly in the Accounting TSA as the rate is significantly lower than previous years; will monitor patten in future.

Describe any contextual factors that might contribute to this gap:

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

CTE Faculty receive the results of their individual TSAs; it is expected that the faculty are reviewing the composite and individual student scores to determine if there is a pattern of poor performance on specific topics. This observation should inform the faculty member of curricular areas that may need some revision.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 2

Indicator Number (i.e. 1S1 or 2P1)

3P1 Student retention or transfer

Action Steps to improve the performance

3P1-

We will investigate to determine the root cause of not meeting this performance measure. Increase student, faculty, staff, and institutional awareness of this measure and employ strategies to improve future performance. Engage students, faculty and staff in efforts to improve performance. We will request technical assistance for the State CTE staff to assist in the investigation of the performance measure.

Resources Needed

Access to correct data set to drill-down from measure to program to individual students. Personnel to work with students. Personnel to create and provide training. Non-personnel funds for materials and meeting resources. Personnel to manage campaign messaging and activities.

Non-personnel budget for materials. Continued investment in Starfish user license

Timeline

FY2017 and Beyond

Person(s) Responsible

CTE Faculty, Communications department, Academic and Student Affairs Administration, Staff and faculty advisors, Accommodations Specialist, Counselor for Students with Disabilities

Monitoring of student success data (EPM11 & ISRS). Intervention development and training for faculty and staff.

A log of all activities related to this strategy will be maintained noting the date, time, student participation and CTE programs represented.

How will progress be documented?

Agendas from training opportunities and the posting of materials for easy access and reference.

Campaign materials; dates of campaign. Count of graduation applications completed by CTE students.

Use and frequency reports from the Starfish system.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

n/a

Describe any contextual factors that might contribute to this gap:

Due to the conjoined nature of measures 2P1 and 3P1, SCTCC had realized a significant performance improvement and had met the target for 2P1. We have identified a third element that contributes to the performance on both measures and that is student attrition. We need to manage the attrition rate in CTE programs to remain below 23% to impact both 2P1 and 3P1.

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Academic and Student affairs administration and staff are involved in the process to improve student retention and completion. In addition to the Perkins performance measures that are the subject of this improvement plan; SCTCC uses the MnSCU Strategic Framework Performance measures for student retention and completion to inform strategies and actions.

Improvement Plan Supporting Documents (optional, not required)

Improvement Plan Action Steps 3

Indicator Number (i.e. 1S1 or 2P1)

5P1 Nontraditional participation

Action Steps to improve the performance

5P1-

SCTCC has previously surveyed students and staff to determine if there are any gaps in service to nontraditional students, to date, no gaps were readily identifiable. SCTCC will utilize the student level data to identify students in the 2016 & 2017 Reporting cohort who are remain enrolled in their programs of study; these students will be contacted by advisors and other staff to assure students have the necessary resources to continue to participate in CTE. Further review of SCTCC's data will be used to identify patterns of student program selection, completion, stop-out and/or dropout.

Although the performance target was not met, there was an improvement in performance from the prior reporting year (13.44%). This may be attributed to the efforts of early engagement with students through advising and early warning systems.

Continued investment in Starfish user license. Personnel to create and provided training. Non-personnel funds for materials and meeting resources

Resources Needed

Personnel to manage campaign messaging and activities, non-personnel funds for materials

Timeline

FY17

Person(s) Responsible

CTE Faculty, Academic Advisors, Communications department, Academic and Student Affairs Administration and staff.

Use and frequency reports from Starfish system.

How will progress be documented?

Campaign materials, dates of campaign, Count of graduation application completed by CTE students.

Could be by demographic characteristic, school, program, other

Sub-populations or groups where gap exists:

Further data analysis is needed to identify sub-groups, if any.

Describe any contextual factors that might contribute to this gap: NA

Further Information

Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:

Academic and Student affairs administration and staff are involved in the process to improve student retention and completion. In addition to the Perkins performance measures that are the subject of this improvement plan; SCTCC uses the MnSCU Strategic Framework Performance measures for student retention and completion to inform strategies and actions.

Improvement Plan Supporting Documents (optional, not required)

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

Faculty, students, and Perkinsn Governing Board will be working to remedy any situations that aren't up to par.

Related Improvement Plan documents

Upload any additional supporting documents here.

Improvement Plan 3P1.docx

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Attachments

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

Most every member of our board is new to the consortium this year. We are working very hard to communicate successes and difficulties across the 26 school district partnership. We meet monthly to stay in communication with each other and to discuss CTE-specific topics.

Facility and Mobile Equipment Maintenance at Buffalo High School [Print](#) | [Return to menu](#) | [Log out](#)

Enter the Program of Study information specific to this school and pathway.

[High School Courses](#)
[Enhanced Learning](#)
[Post-Secondary Connections](#)
[Status & Validation](#)
[View All \(read only\)](#)

Status and Validation

Approval Level: State Consortium State RPOS

Approval Status: In Progress Inactive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components

	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts	1 Year English 9 (Required)	1 Year English 10 (Required)	1 Year Contemporary Literature American Literature CIS Introduction to Literature 1 (CE) CIS Writing and Critical Reading (CE) English Grammar & Usage Mass Media A - Intro Mass Media B - Literacy	1 Year CIS Writing and Critical Reading (CE) Publications Writing (Yearbook) College Prep Writing Speech Communications (10-12) Women in Literature CIS Literature (CE) eCIS Writing Studio (11-12) (CE)
Math	Algebra I Geometry	Algebra I Geometry Higher Algebra	Higher Algebra Pre-Calculus AP Statistics (AP) Trigonometry Intro to Statistics CIS College Algebra (11-12) (CE)	AP Calc (AP) Pre-Calculus AP Statistics (AP) Introduction to Statistics Life Skills AP Calculus BC (AP) AP Calculus AB (AP)
Science	Physical Science	Biology Chemistry Advanced Biology	Chemistry Physics Biotechnology CIS Chemistry I (CE) CIS Chemistry II (CE)	Chemistry Physics Wildlife Biology
Social Studies	1 Year American Experience	1 Year U.S. History U.S. History (AP)	1 Year World History	1 Year Economics (Required .5) Current Events 1 Current Events II Minnesota History Diversity Studies Psychology A & B Social Problems World Studies

				CIS Intro to Psychology 101 (CE) CIS Intro to Psychology 102 (CE) CIS Principles of Microeconomics (CE)
Other Requirements	Physical Education (Required)	Health .5 credit (Required)	1 Year of Music/Art Freshman Band Varsity Band Concert Band Freshman Choir Varsity Choir Concert Choir Orchestra Music in America Classical Music Listening Music Theory (AP)	Animation Art I Ceramics & Sculpture I & II Ceramics III Drawing I & II Jewelry & Small Sculpture Painting I & II Computer Graphics I & II
Career and Technical Electives for College Credit		Computer Applications I (ACC) Intro to Office Applications (ACC)	*Welding Technology (ACC)	*Automotive Technology (available through WTC) (ACC) Personal Finance (ACC) WTC=Wright Technical Center
Career and Technical Electives	Energy, Power & Transportation	Business Practices STEM: Gaming it Programming (10-12)	Principles of Technology	Business Practices
Other Suggested Electives	Personal & Family Issues I			French I, I, III, IV, V German I, II, III CIS German IV (CE) World Cultures & Communities Spanish I, II, II CIS Spanish IV (CE) CIS Spanish (CE)

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high

school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.

CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.

High School Enhanced Learning

Work-Based Learning	OJT, Apprenticeship
Service Learning	Students Stepping Up, Student Care Committee, FFA, Future Teachers of America, NHS
College Preparation	ACT, ASVAB, Career Day, PLAN, PSAT,
Student Organizations	Robotics High Mileage Vehicle, BPA,

Post-Secondary Connections

2-Year College	Program	4-Year University	Program
St. Cloud Technical & Community College	Auto Body Collision Technician		
St. Cloud Technical & Community College	Auto Body Collision Technician		
St. Cloud Technical & Community College	Automotives Service Technician	Minnesota State University Moorhead	Operations Management
St. Cloud Technical & Community College	Automotives Service Technician		
St. Cloud Technical & Community College	Medium/Heavy Truck Technician	Minnesota State University Moorhead	Operations Management
St. Cloud Technical & Community College	Medium/Heavy Truck Technician		

College & University Enhanced Learning

Work-Based Learning	
Service Learning	Vehicle rebuild and donation to family in need (SCTCC) Non-profit vehicle projects (SCTCC)
Career Preparation & National Accreditation	
Student Organizations	Skills USA (SCTCC)

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