



## Status Report

02070-FY18 Great River Consortium

Perkins IV Consortium

Award Year:	2017	
Contract Number:	02070	
Status Report Number:	01	
Submitted By:	Leah Sams	
Submitted Date:	10/15/2018	
Status Report Type:	Annual Performance Report	
Status:	Approved	
Approved By:	Jeralyn Jargo	
Approved Date:	12/21/2018	
Report Period	07/01/2017	06/30/2018
	From Date	To Date

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## Organization Information

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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. This was a result of work done by SCTCC and Sandi Fabian at the beginning of Programs Of Study in MN. GRPC uses the Rigorous POS Framework for improvement planning. Our current Rigorous POS is Facilities and Mobile Equipment Maintenance and we will employ the RPOS evaluation process. GRPC will embark on the mission of focusing on 7 Programs Of Study and 1 Rigorous Program of Study during FY18. We will work with all GRPC stakeholders to complete this process. We will embark on this process as soon as the leadership positions at SCTCC are filled.
2. Our consortium offers articulated college credit courses in numerous pathways. By articulating with over 24 post-secondary institutions, our students have access to continuing their career pathways into employment. St. Cloud Technical and Community College offers courses to high school students through the Discovery Academy in fields such as automotive technology and first responder courses. This allows students to receive college credit in their career pathways while in the safe environment of their home high schools. This partnership is a multi-district agreement with access to these specialty courses by a multitude of students. Our advisory committee recommends furthering partnerships with SCTCC especially in the areas of transportation due to labor market projects being positive for our locale.
3. 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.
4. GRPC will continue to implement TSA's in appropriate classrooms at the secondary level and in college programs with state approved assessments. We will use the TSA data as a basis for program improvement at both levels. Industry certifications will also be utilized where appropriate. The participating student success rate will be examined to ensure effective curricula delivery.
5. Professional development will be centered around student learning needs. As programs are evaluated, along with accompanying TSAs and Industry Certifications, professional development will assist in 'filling in the missing pieces'. We will also utilize the Perkins Core Indicators and the examination of the trend data to help steer the consortium towards the agreed upon goals.
6. Secondary and Post secondary teachers meet and discuss each pathway to ensure a smooth pipeline of skills for the students that aligns with industry needs and necessary skills.
7. Adult Basic Education assists adults in becoming fully participating, self-sufficient members of society. Central MN ABE is a regional partnership between 26 school districts, including St. Cloud Area School District 742. Adult learners in these communities are served at numerous learning sites during daytime and evening class hours throughout the year. Central Minnesota ABE welcomes all adults, 17 or over, who are not currently enrolled in a regular school program. Examples of course options include basic computer skills classes, transition training, job searching, and career exploration.
8. GRPC strives to partner industry needs with coursework that is relevant and necessary for producing a future workforce that is ready for today's skill-driven careers. Utilizing industry advisory committees, our Perkins governing board, teacher and faculty from secondary and post-secondary institutions along with input from students and parents, we routinely assess our course offerings and adjust curricula as needed.

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

Counselor meeting took place on September 29th, 2017, at St. Cloud Apollo in conjunction with St. Cloud Technical and Community College. Students in the St. Cloud area participated in discovery academy in Auto and Emergency Medical Responder, which provides concurrent enrollment credits for students who successfully complete these courses - taught by SCTCC faculty, but located on their high school campus.

In the past, St. Cloud Technical and Community College (SCTCC) had participated in a community initiative called "SPARK: Igniting Your Future". We are no longer connected to SPARK, however, the SPARK concept was foundational in the development of the "Forecast Your Future" program of events SCTCC began hosting in the Fall of 2017. Forecast Your Future events focus on the various career paths that an education at SCTCC can provide. The events include a high school tour in the morning and an information session later in the day. SCTCC faculty and staff were available to share information about the programs at SCTCC and form a plan to pursue a career path.

The 2017 – 2018 Forecast Your Future dates and themes included:

- October 17 - Manufacturing Programs, which included: Computer Aided Mechanical Design, Energy and Electronics, CNC and Advanced Machining, and Welding ); November 15 (Construction Programs, which included: Architectural Construction Technology, Carpentry, Electrical Construction Technology, HVAC, Land Surveying/Civil Engineering, Plumbing, and Water Environment Technologies
- January 17 - Health, which included: Biology Transfer Pathway, Cardiovascular Technology, Dental Assistant, Dental Hygienist, Nursing (ADN), Paramedicine, Practical Nursing, Sonography, and Surgical Technology
- February 28 - Culinary Arts
- March 15 - Transportation, which included: Auto Body Collision Technician, Automotive Service Technician, and Medium/Heavy Truck Technician
- April 6 - Shark Tank, which included: Accounting, Finance & Credit, Sales, Management & Marketing, and Business Management
- April 25 - Liberal Arts, AA degree and Transfer Pathways

GRPC hosted 2 articulation meetings, which were held at SCTCC on November 17<sup>th</sup>, 2017 and December 1<sup>st</sup>, 2017. Courses were reviewed along with their pathway/cluster alignment 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 represented 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](http://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 continues to utilize the Starfish early alert system, implemented in FY2016 – 2017, to enhance services to students who may be struggling academically. In an effort to continue to improve the use of the system the SCTCC Advising Office held two Starfish Trainings in September 2018. In addition, they included ed a Starfish training session during Advisor Training for new faculty advisors in August 2018.

We also started the planning of a large consortium/area wide career event (modeled after Brainerd's Bridges Academy) in cooperation with SCSU, SCTCC, and several area organizations/industry. While this activity didn't happen during 2017-18 we committed to support this event with members of the GRPC Governing board serving as on the planning committee for this event. We will look to expand this support for 2018-19.

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

Many of our represented school districts have examined their courses, seeking better career alignment and scaffolding. The movement is to create course pathways within their district for students to set a goal and have a clear path towards success. We aim to see more CTE participation with the development of career pathways. Not many of our districts offer enough courses to have concentrators due to their low enrollment. However, we aim to identify industry certifications for pathway completers. The GRCP supports a number of student experiences and field trips in some of our smaller schools to help supplement their curriculum and content. This allows students from these smaller schools to have some real world experiences and career exploration experiences that wouldn't be possible in their smaller communities. . The automotive POS impact will be measured based up on the number of students enrolled, TSA results, and faculty feedback.

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

New GRPC leadership has begun monitoring POS assessment. MDE CTE workshops have been promoted, a program approval workshop was held on May 15th, 2018 at St. Cloud's Apollo High School, which inherently leads to course sequence discussions. This workshop was highly attended, which caused us to consider more consortium workshops with varying topics and/or target attendees.

SCTCC hosted "Forecast Your Future" events throughout the year (see above). Participation is very high for these hands-on events. SCTCC continues to support this endeavor.

Support of student organizations is a cornerstone of the work that is supported by GRPC. We supported FFA groups from Sauk Rapids, Kimball, Rocori, Royalton, Holdingford and Foley help them attend local and State Competitions. We also supported DECA and ProStart groups in Sauk Rapids. Supporting these student organizations help them connect with local, state and national leaders in their field as well as helping promote multiple programs of study and career pathways.

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.

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## Goal 1 Objectives

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

#### Goal 2 Narrative:

1. GRPC will continue to support worked based learning programs and the WTC Youth Apprenticeship program. For FY2017 expected enrollment of 50 students. Health Careers Exploration Programs across the consortia supply learners with multiple job shadowing experiences in medical settings. Students are able to participate in DECA/Business internships and also apply their knowledge and skills in student-run businesses. Work Experiences courses are offered to assist students in finding their pathway and a paid position to help them advance towards their goals.
2. GRPC will continue to include secondary schools in college advisory committee meetings to promote improved alignment and understanding. Additionally, each school district offers industry advisory boards according to career pathway. The advisory boards are essential in ensuring the validity of curriculum and course offerings and their alignment to industry needs.
3. The Industry Advisory Boards include representatives from the local workforce centers and MN DEED personnel to offer their expertise. Our best sounding boards are from business owners who represent the local economy.
4. Area Learning Centers (such as McKinley in St. Cloud) provide diverse students with career opportunities that enhance each student's development of skills and encourage the students to further their pathway of interest. Adult Basic Education provides a variety of career courses for their population.
5. GRPC will continue to partner with Workforce Center, Chamber of Commerce, CMMA, and 360 Center of Excellence and other appropriate agencies as opportunities arise.

The Community Options 2 program (CO2) is a transition program for St. Cloud School District 742 students age 18-21 with developmental/cognitive disabilities or autism spectrum disorders. CO2 is a partnership between St. Cloud School District 742 and St. Cloud State University's College of Education. CO2 students gain work related skills as they participate in a variety of vocational experiences at sites around the SCSU campus and throughout the St. Cloud community. Participants are able to explore vocational preferences and/or interests through these sites. CO2 students interact with supervisors, coworkers and CO2 staff at each of the vocational sites.

**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 Automotive; and Medium/Heavy Truck Technician.

All CTE programs at the secondary level use advisory committees for program and curriculum review.

Our community has organizations that are vital and active in the formation of programming, advice, support, and mentoring.

Examples of community partnerships include Partner for Student Success and the Greater St. Cloud Development Corporation. These groups serve as an intermediary between industries and students by building a bridge for communication so that needs from both schools and industries can be conveyed effectively in a symbiotic relationship.

**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. These groups have been instrumental in providing scholarships, materials, guidance, mentorship, and other relevant experiences. We have utilized these groups for mentoring on various levels. They have sought and received programming and material grants for schools. They have also opened their doors to students many times. Professional Development opportunities for teachers and counselors has been facilitated and supported at industry locations.

**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.

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## Goal 2 Objectives

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### Goal 3: Improve Service to Special Populations

#### Goal 3 Narrative:

1. Develop and implement opportunities for Special Population students including a review of marketing materials to ensure inclusion of genders and development of a recruiting plan targeting nontraditional gender students.
2. St. Cloud's Apollo High School has teamed with their English Language Learners department to offer Project Lead the Way's Launch curriculum for new-to-country high school students. This new initiative allows for students to experience CTE courses in the Tech Ed pathway, which allows for a less 'sheltered' educational experience.
3. Improve SCTCC tutoring processes to increase retention and completion of special population students. Focus on coordination of service to improve completion and success rates of special population students.
4. SCTCC is a public institution and therefore follows all laws and procedures relative to discrimination to ensure all populations have access and opportunity. We will ask Kirby Plante with SCTCC to review this area due to staffing changes. We will continue to review non-discrimination policies with new SCTCC leadership and in our GRPC leadership meetings.
5. Focus resources on serving special population students in CTE programs that lead to family sustaining wages.
6. Teachers provide formative and summative assessments that are compared across curricular sections and analyzed for student learning on all levels. Response to intervention occurs quickly according to formative assessment outcomes. St. Cloud School District's Equity Department will be examining summative assessment data and cross walks it with classroom demographic in order to ensure quality programming and outcomes for all students regardless of ethnicity or length of time in country. This information will be shared with the consortium as a model that can be used in all schools. This is a piloted program in St. Cloud with the aim to continue into all classes.

We rely on our advisory committees within our consortium and local administration to ensure that learner outcomes are consistent for all students.

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. After this summer camp, students who completed the program were invited to participate in the Youth-at-Work grant initiative. Those students were offered jobs along with a Career Solutions mentor to ensure any and all employment obstacles were cleared so that each student was provided an amazing and relevant career experience.

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



Initiatives to help support Learners of English were adopted in CTE classrooms, including word walls, tool labeling, color coding, and translated materials so that students can participate and show their knowledge without the obstacle of language acquisition.

Other initiatives were undertaken to increase non-traditional participation in Tech Ed areas. Specifically, projects that were created by female students were displayed. Those projects were designed to spark interest in other female students.

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

The Admissions team hired two additional staff to work with underrepresented students - a full time staff to work with Somali students and a half time staff to work with the Latino students.

SCTCC Academic Advising Center continued using the successful flipped-advising model implemented in 2016- 2017.

SCTCC's Center for Academic Success and disability services staff continued using the two highly valuable services, Starfish and Kruzweil, to assist students seeking assistance and accommodations from their office.

**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.**

It's hard to assess participation of non-traditional student participation as the data is best identified as a trend over time, so we plan to see data depicting the increase of participation, but this will take years to quantify. However, data helps us identify issues in which to focus on for our goals and other initiatives.

With reallocation funds, we implemented a mini-grant application for our school districts to help be creative with methods (backed by finances) to help increase our consortium's target indicators in reading, math, and non-traditional student participation.

Based on Accuplacer test scores, a short interview, a writing sample, or any combination of those, 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.

The Student Success Manager in the Department of Disability Resources formally developed and implemented processes and procedures to assist students with special needs. This includes utilizing the Starfish early alert system.

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## Goal 3 Objectives

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### 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&2. SCTCC will continue collaboration with multiple agencies to provide exposure and early credit options to students in CTE Programs of Study. The options will include Discovery Academy, concurrent enrollment, articulation, and PSEO options. While this is a goal of GRPC and all of MN CTE, it's important to note that SCTCC has discontinued all partial articulation agreements with GRPC schools. This along with the new requirement for credentialing at MN State, has created great difficulties in creating early credit options for high school students.

This will continue to be the case until MN State creates articulation and concurrent enrollment policies that are followed by all MN State post secondary institutions. This situation is extremely difficult for high school students, parents, administrators and school board members. Our consortium will continue to work with MN State to improve this process.

3. SCTCC will continue to explore and improve transition models. SCTCC is initiating advising and intervention tactics to assure students complete CTE programs.

4. SCTCC will continue to host a job fair, provide career services, and advise students on job seeking skills. The partnership between St. Cloud Times and their SPARK initiative and SCTCC's IGNITE program offered publications regarding career information for high demand pathways; aligned with a pathway-specific open house and high school tour and programming according to featured program of the month.

5. Secondary schools in the Great River Consortium partner with several neighboring technical and community colleges to offer pathways for students to seamlessly transition into college with the potential of earning college credit while still in high school.

6. SCTCC provides a veterans resource center and works closely with Stearns Benton Employment and Training Council to jointly host career fairs and recruitment activities. Central Minnesota Manufacturers have opened their doors with the Tour of Manufacturing, hosted on two Saturdays in the fall. They provided career guidance and information about the pathway and offered post-secondary scholarships for attendees. Greater St. Cloud Development Corporation partners with this event. They also sponsor the Talent Summit - where employers host round table discussions, staff booths for prospective employees and offer job seeking advice.

**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 2017 - 2018, the college offered Automotive at Apollo High School (including area students from St. Cloud Apollo, St. Cloud Technical, and Sartell high schools), EMR at Tech High School, 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 2017-2018, SCTCC was a participating college in 26 articulation agreements. Articulation Meetings were held on November 17 and December 1, 2017.

For GRPC, 2,179 earned articulated college credits 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 participated in automotive service, welding, and first responder.

Perkins funding is used to support the Peer Mentor program at SCTCC. In 2017-2018, 3 (student) peer mentors assisted the SCTCC advising staff. Peer mentors were present at "Cyclone Experience," a campus event that occurred twice before Fall 2017 and once before Spring 2018 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 main areas of focus consisted of assisting with the STAR Camp (Students, Technology, and Robots) and working with CTE students attending Advising and Registration events. 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 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.

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## Goal 4 Objectives

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### Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

#### Goal 5 Narrative:

1. 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.
2. 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.
3. We also have a committed Advisory Board of high school administration who meet annually for reporting and feedback. SCTCC's Foundation encouraged and prompted a superintendents meeting with SCTCC's Deans and President to assist in getting program alignment on-mark for local industry needs. Working with leadership from multiple districts is leading towards productive partnership discussions for additional career and course exposure for all students.
4. The coordinators with the districts create a budget yearly based data and focus on programs of study. The budget follows the goals of the grant and we report on the budget at our monthly meetings.
5. Each coordinator in our consortium works with their school districts to work on initiatives. The coordinators meet throughout the year with different departments and CTE groups to discuss and meet goals.
6. The group is working extremely well and we will be continuing this process in FY18.
7. Our consortium includes a very diverse group of schools in terms of size, ethnicity and socio economic factors. Each school is represented on our advisory board with either a Principal or Superintendent. This is part of our process to ensure that each school has a voice in the grant. Further more the governing board works extremely hard to focus on our smaller schools, helping them spend Perkins dollars in way that are most efficient for their schools. We share information gained from our larger more robust program with similar programs in other schools. This work is done by our Perkins coordinators working individually with each school. Our multi coordinator structure in the GRPC was created specifically to ensure that small schools and small programs have similar input in the the consortium and grant

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

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. We invite guests from industry, community, and/or vendors to our meetings to discuss upcoming events or opportunities that are applicable to the consortium. John Rasmussen coordinates the grant and represents the Benton/Stearns schools of Sauk Rapids, Sartell, Rocori, Foley, Holdingford, Kimball, and Royalton. Leah Sams represents and coordinates St. Cloud schools, Tech, Apollo, and McKinley Area Learning Center. Steve Hammero represents Milaca and Ogilvie. Brian Koslofsky represents Wright Tech Center and their member schools. Each coordinator works collaboratively with their schools facilitate and implement the grant.

**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 and will continue to focus on this area due to industry and labor market feedback.

**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. Industry partners in Sauk Rapids purchased new equipment and tools for the woods lab at Sauk Rapids-Rice High School at no cost to the school. The Sauk Rapids-Rice Robotics teams are run almost exclusively with donations and sponsorships from local businesses. SRRHS DECA, FACS and Ag all rely on sponsorships and or donations for help with students expenses for travel to Regional, State and National Student Organization competitions. St. Cloud, Sauk Rapids, and Sartell are using industry funds to support the creation of a CEO program to be shared by the three schools. This initiative is steered by Partner for Student Success and their creation of an industry CEO board. Our consortium is also partnering with several educational institutions as well as St. Cloud area businesses and organizations to put on a Career Event that resembles Brainerd's Bridges Academy.

St. Cloud District 742 has received an Early College grant for our students at McKinley Area Learning Center. St. Cloud has also received a grant to offer an Introduction to Education course with free concurrent college credits for students at Apollo and Tech High Schools.

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.

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## Goal 5 Objectives

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### Rigorous Program of Study

State-Approved Rigorous Program of  
Study

RPOS submitted with 10 components

Facility and Mobile Equipment  
Maintenance

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### Progress Update for Programs of Study and TSA

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

On the Secondary side, we found that offering consortium-wide trainings have been welcomed and well attended. We will continue to facilitate those meetings at least annually. We've also had many of our student organizations experience great success over the last few years and we feel that this is an important component of our grant as it helps expose secondary students to a number of career pathways as well as giving them an opportunity to display their skills in real-world situations. Our attempt at offering mini grants to schools to improve math or reading scores for CTE students or to attract non-Traditional students into CTE programs was not as successful as we had hoped. We will continue to try to offer this program as a way for teachers at the classroom level to be able come up with creative solutions in these areas.

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.

Annually students are tested in the areas for the coursework that had been completed. The overall test performance (percent correct) by test area is consistently at:

- Auto Service Technology
- Auto Transmission & Transaxle: 75% or higher
- Brakes: 70% or higher
- Electrical/ Electronic: 70% or higher
- Engine Performance: 70% or higher
- Engine Repair 75% or higher
- Heating & A/C 70% or higher
- Manual Drivetrain & Axles 80% or higher
- Suspension & Steering 65% or higher
- Auto body Technology:
- Paint and Refinish 80% or higher
- Non Structural Repair 75% or higher
- Structural Repair 75% or higher
- Mechanical and Electrical 65% or higher
- Medium/Heavy Truck Technology:
- Brakes 70% or higher
- Diesel Engines 76% or higher
- Electrical Systems 79% or higher
- Steering Systems 74% or higher

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## Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Arts, Communication, & Information Systems	Information Technology	Network Systems				Network Systems	SCTCC	End of program

Business, Management, & Administration	Finance	Accounting	National Occupational Competency Testing Institute Accounting - Advanced	Accounting AAS	SCTCC	End of program prep for final exam
Health Science Technology	Health Science	Therapeutics Services		Dental Assisting	SCTCC	End of program
Health Science Technology	Health Science	Therapeutics Services		Dental Hygiene	SCTCC	End of program
Health Science Technology	Health Science	Therapeutics Services		Surgical Technology	SCTCC	End of program
Health Science Technology	Health Science	Therapeutics Services		Nursing Mobility	SCTCC	End of program
Health Science Technology	Health Science	Therapeutics Services		Practical Nursing	SCTCC	End of program
Health Science Technology	Health Science	Diagnostic Services		Cardiovascular Technology	SCTCC	End of program
Health Science Technology	Health Science	Diagnostic Services		Paramedicine	SCTCC	End of program
Health Science Technology	Health Science	Diagnostic Services		Diagnostic Sonography	SCTCC	End of program



Human Services	Human Services	Early Childhood Development and Services	National Occupational Competency Testing Institute Early Childhood Education and Care - Basic	Early Childhood Family Education	SCTCC	End of program
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	National Restaurant Association Prostart Certificate of Achievement		Sauk Rapids-Rice High School	Advanced Culinary Concentrators
Business, Management, & Administration	Marketing		MBA Research Assessment, POS: Standard Marketing (3-credit)		Sauk Rapids-Rice High School	Advanced Marketing
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Structural Analysis & Damage Repair	Auto Body	SCTCC	End of program
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Auto Maintenance and Light Repair	Auto Technician	SCTCC	End of program

Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Automotive Technician - Core		Discovery Academy; Wright Tech Center	
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	Automotive Service Technology Diesel Engines	Medium Heavy Truck	SCTCC	End of program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	National Occupational Competency Testing Institute Carpentry		Wright Tech Center	Construction Technology
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology			Wright Tech Center; St. Cloud School District	Project Lead the Way
Business, Management, & Administration	Business, Management, and Administration	Administrative Support		Administrative Supports	SCTCC	End of program
Health Science Technology	Health Science	Therapeutics Services	National Occupational Competency Testing Institute Nursing Assisting		Wright Tech Center	Nursing Assistant

Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Services	National Occupational Competency Testing Institute Introduction to Criminal Justice - Minnesota	Wright Tech Center	Law Enforcement
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction		Energy Specialist SCTCC	End of program
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development	National Occupational Competency Testing Institute Welding	Wright Tech Center	Welding Technology
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction		Carpentry SCTCC	End of program
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production		Machine Tool Technology SCTCC	End of program
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development		Instrumentation Technology SCTCC	End of program
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production		Welding Technology SCTCC	End of program

Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	National Occupational Competency Testing Institute Culinary Arts Level 1 Prep Cook	Culinary Arts	SCTCC	End of program
Business, Management, & Administration	Marketing	Merchandising		Sales and Management AAS	SCTCC	End of program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Skills USA Work Force Ready System Electrical Construction Wiring (Residential Wiring)	Electrical Construction Tech	SCTCC	End of program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	National Occupational Competency Testing Institute Plumbing	Plumbing	SCTCC	End of program
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction		Water Environment Technology	SCTCC	End of program
Human Services	Education and Training	Teaching/Training		Paraprofessional Educator	SCTCC	End of program
Arts, Communication, & Information Systems	Information Technology	Programming and Software Development		Computer Programmer	SCTCC	End of program

Health  
Science    Health  
Technology Science

Health  
Informatics

Health  
Information    SCTCC    End of  
Technology    program

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## Improvement Report

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### 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 was more stable through this fiscal year, so we are brainstorming what has worked in terms of strategies and we have discussed other options to tackle our targets with members district contacts.

**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. We utilize data from members districts to steer financial and programming decisions. Perhaps through mini-grants as utilized with reallocation funds this school year and/or consortium-wide meetings or trainings.

**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. Our anticipation is to see non-traditional participation increase in the Tech Ed areas.

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## Improvement Plan Action Steps

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### 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 Perkins Governing Board will be working to remedy any situations that aren't up to par.

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### Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

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### 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 last 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.

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### Attachments

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**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	<b>\$0.00</b>

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**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	<b>\$0.00</b>

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**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	<b>\$0.00</b>

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**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	<b>\$0.00</b>

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### 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	<b>\$0.00</b>

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### 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

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### Verification

I have looked over these budget numbers.