



**MINNESOTA STATE**  
Career and Technical Education

**FY19 ANNUAL PERFORMANCE REPORT QUESTIONS**  
**ANNUAL PERFORMANCE REPORT**

**Award Year:** 2018

**Report Period:** 7/1/2018 – 6/30/2019

**Consortium Name:** Great River Perkins Consortium

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

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

Students in the St. Cloud area participated in Discovery Academy in Auto, Welding, and Certified Nursing Assistant, which provides concurrent enrollment credits for students who successfully complete these courses. These courses are taught in the high school, either by a credentialed high school teacher who is mentored by St. Cloud Technical & Community College (“SCTCC”) faculty or by SCTCC faculty, but located on their high school campus.

For the second consecutive year SCTCC hosted Forecast Your Future events. Forecast Your Future stemmed from a community initiative called "SPARK: Igniting Your Future". We moved from SPARK to Forecast Your Future in the 2017 – 2018 academic year. Forecast Your Future events focus on the various career paths that an education at SCTCC can provide. The events include a high school tour of the SCTCC campus 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 2018 – 2019 Forecast Your Future dates and themes included:

- October 11 - Manufacturing Programs, which included: Computer Aided Mechanical Design, Energy and Electronics, CNC and Advanced Machining, and Welding)
- November 8 - Construction Programs, which included: Architectural Construction Technology, Carpentry, Electrical Construction Technology, HVAC, Land Surveying/Civil Engineering, Plumbing, and Water Environment Technologies

- January 24 - Health, which included: Biology Transfer Pathway, Cardiovascular Technology, Dental Assistant, Dental Hygienist, Nursing (ADN), Paramedicine, Practical Nursing, Sonography, and Surgical Technology
- February 15 - Culinary Arts
- March 28 - Transportation, which included: Auto Body Collision Technician, Automotive Service Technician, and Medium/Heavy Truck Technician
- April 25 - Shark Tank, which included: Accounting, Finance & Credit, Sales, Management & Marketing, and Business Management

GRPC hosted two articulation meetings, which were held at SCTCC on October 5, 2018 and October 26, 2018. This annual articulation process is utilized to ensure the integrity of our agreements. The main agenda of these meetings is to give the high school teachers and SCTCC faculty a chance to connect and review the courses they are articulating to ensure they meet the SCTCC course requirements, learning outcomes and assessments; as well as review their pathway/cluster alignment in the career field. The high school teachers also received a training/review of the CTEcreditmn.com website and how to best utilize this tool.

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 at SCTCC: Welding, Automotive Service Technology, Medium Heavy Truck Technology, human services, Land Survey/Civil Engineering, Electrical Construction Technology, Auto body Collision Repair Technology. Secondary purchased industry specific equipment throughout several GRPC schools in the following POS: manufacturing, automotive, and human services.

SCTCC continues to utilize the Starfish early alert system, implemented in FY2013 – 2014, 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 2019.

In AY2018 we 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. The planning for this event, titled EPIC ("Exploring Potential Interests & Careers), continued through Fall 2018 with the inaugural event held at SCTCC on February 22, 2019. EPIC, modeled after the Brainerd area's Bridges Academy, had more than 2,000 high school students from 22 high schools receiving hands on experiential learning activities with more than 50 area industry partners and almost 300 local business professional volunteers. The planning committee, which had GRPC board members on it, worked hard to ensure all areas of the career wheel and our POS were represented at the event.

**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 GRPC 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 upon the number students enrolled, TSA results and faculty feedback.

GRPC received a CPiP grant which the funds were to be used to update the seriously out of date POS website. Outside contractors were hired to:

- evaluate the POS site and purge information to clean it up and start fresh
- review the most current GRPC information on Articulation and Discovery Academy. Contact schools who appear to have the strongest POS to get the most current and complete information.
- create a data entry plan and review it with GRPC Board before entering the information
- develop tutorial(s) for future updating and maintenance of the website
- train GRPC Board members and any additional staff deemed necessary on updating and maintaining the site

The contractors and the GRPC Board met a numerous times; in person, via phone or email; to continue working through options, website content and answering questions that arose. The contractors completed their work by early-June 2019 and held a training and review session for any GRPC Board members who could attend on June 12, 2019.

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

EPIC, as mentioned previously was modeled after the Brainerd area's successful Bridges Academy. More than 2,000 high school students from 22 high schools received hands on experiential learning activities with more than 50 area industry partners and almost 300 local business professional volunteers. The planning committee, which had GRPC board members on it, worked hard to ensure all areas of the career wheel and our POS were represented at the event. The resounding feedback was the event was an EPIC success. Planning for the 2020 event started almost immediately after the 2019 event, to which there is already a waiting list of industry partners who want to participate and assist.

We continue to expose students to area industries while in high school to make an informed decision regarding their future. SCTCC and GRPC continue to host articulation meetings, as mentioned above. The hope is to continue to create more POS with better alignment and cooperation between the college and their secondary counterparts.

**QUESTION:** Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

A large percentage of Somali students at SCTCC enter CTE programs so we awarded the Admissions department a “mini grant” to develop and host an information and recruitment session aimed specifically at the Somali population – both current and potential students and their parents. Admissions pieces were translated into Somali and the presentation/tours were given in Somali.

Apollo High School was awarded a mini-grant to facilitate a comprehensive metal working project for girls.

Milaca High School received a mini-grant for electrical labs with the emphasis on the high demand Electrical Trades with the targeted audience being female students. The electrical trades are a lower physical demand compared to other trades. We were able to increase female student enrollment from the previous school year of 7% of the class to 11% of the class in the 2018-19 school year. We are tracking the female students who have participated in this class to identify if they move forward in careers related to the Electrical Trades.

If you answer “Yes” to any of the following questions, please briefly describe your activities.

**QUESTION:** Did your consortium:

- expand the use of technology in CTE programs? No.
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

With the rollout of NextGen Accuplacer, SCTCC offered a “Nextgen Accuplacer Professional Development Workshop” to high school teachers, counselors and administration. The goal of the workshop was to educate our high school partners in the changes resulting from the move to Accuplacer to NextGen Accuplacer, as well as, give them the opportunity to take the NextGen Accuplacer Math and English tests. This gave them an opportunity to see first-hand what their students NextGen Accuplacer experience is like.

The annual Articulation Meetings (held in October) and Counselor Luncheon (held in February 2019) are additional consortium sponsored opportunities for professional development.

- provide support for CTE programs that improve the academic and career and technical skills of students through the integration of academics with CTE?

The SCTCC Academic Advising Center implemented a “Check and Connect” program that involved intentional contact between the Academic Advisor and current students fail to meet Satisfactory Academic Progress. The plan utilized Peer Mentors to cultivate relationships with SAP students and develop a caring relationship that leads to increased academic motivation and academic persistence. A mini grant, utilizing Perkins funds, was given to the program to focus on those SAP students in nontraditional participation in CTE classes.

The annual Articulation Meetings are another consortium sponsored opportunity for professional development.

Numerous schools throughout the consortium used Perkins funds to send high school instructional staff to professional development workshops centered around POS. Workshops attended but not limited to: MAAE Ag Tech Conference, FACS Summer camp, FCCLA Summit, AAFCS Conference, National FFA Conference, ServSafe workshop, MTEEA Fall Conference, National Restaurant Assn. Show, Hospitality MN Expo and DECA National Conference.

- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter? No.
- use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Consortium support of the EPIC event as mentioned previously.

Use Perkins funds for a number of secondary instructional staff to attend ProStart trainings and workshops to work towards advancing the expansion of ProStart curriculum throughout GRPC.

- use Perkins funds to provide activities to support entrepreneurship education and training?

Consortium funds helped cover transportation costs for student experiences and interaction with industry partners as part of the CEO program at Wright Technical Center.

St. Cloud metro schools used Perkins funds to support the planning process of creating a similar CEO program in the St. Cloud metro area.

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

**QUESTION:** How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

Discovery Academy Advisory Board met twice throughout the year including students, industry leaders, K-12 teachers, and SCTCC faculty and staff. The 14 advisory committees at SCTCC provided feedback to a variety of CTE programs. Each secondary CTE program will conducted 2 advisory meetings. Post-secondary advisory committees and boards provided industry feedback helping align program curriculum to industry standards. GRPC board members serve on other organizational committees including Partners for Students Success, Workforce Centers, CMMA, CMBA, 360 Center of Excellence, and Chambers of Commerce. Industry leaders provided feedback to concurrent enrollment programs and continue their support of CTE programs. We utilized our Business and Marketing Advisory Committee as well as local organizations such as the St. Cloud Area Chamber of Commerce, St. Cloud Rotary and The Greater St. Cloud Development Corp and St. Cloud Area Businesses to recruit over 130 judges for the District 5 DECA Conference held in St. Cloud in February. Several consortium schools were in attendance.

Support of EPIC and Student Organizations.

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

The secondary and post-secondary members of the GRPC have great relationships with a wide variety and number of business and industry partners throughout our region. Whenever possible we partner with them to offer valuable experiences for the students in the GRPC. It is hard to say the total number of students and specific career pathways that are impacted because of the wide variety of ways we partner together. Some of these include opportunities include their participation or feedback with events such as EPIC; Scrubs/NitoX/Stars camps; VexRobotics State Tournament; DECA, Robotics, Culinary ProStart, FFA, HOSA and other CTSOs events and experiences.

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

**QUESTION:** Describe the status and activities of CTE advisory committees in your consortium.

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
- Medium/Heavy Truck Technician

As per MDE regulations, each approved program has an ongoing and functioning advisory board whose memberships can be found in the program approval submitted in November 2018.

**QUESTION:** Did your consortium use Perkins funds to support CTSOs? If so, how?

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

Secondary supports local and state competition for DECA, robotics, FFA, SkillsUSA, HOSA and ProStart. We continue to use Perkins dollars as we see the connection and value between these activities. Details on each CTSO can be found in program approval from November 2018.

**QUESTION:** Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

Perkins Funds were used in conjunction with the EPIC event (mentioned earlier).

GRPC boardmembers serve on the CareerForce Youth Council and were included in conversations and planning of the CareerONE camp in summer 2019.

### Goal 3: Improve Service to Special Populations

**QUESTION:** What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

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

The Admissions team continued to fund two staff to work specifically with underrepresented students – one full time staff with the Somali students and a half time staff to work with the Latino students.

The Somali Admissions Representative developed and hosted an information and recruitment session aimed specifically at the Somali population – both current and potential students and their parents. Admissions pieces were translated into Somali and the presentation/tours were given in Somali.

Strategies included advocacy, counseling, and support for students who were not fully represented in career fields. Secondary and post-secondary staff continued to encourage non-traditional students and provided informational materials, summer programming and connections with workforce centers.

While all students were encouraged to participate fully regardless of gender, ability, background, etc., we received input from nontraditional students in all programs of study that were underrepresented. A reallocation ‘mini grant’ opportunity was established allowing CTE teachers in our consortium to submit ideas and request to be funded. We had creative ideas, and we plan to continue our allocation through creative suggestions to better serve all learners.

**QUESTION:** What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

The Somali and Latino Admissions Representatives at SCTCC as mentioned previously.

Through a “mini grant” process, we prompted teachers to submit ideas in which they would like to fund in areas that our consortium would like to bolster. Specifically, teachers were asked to align their mini-grant request with at least one area: Supporting non-traditional students in the CTE area, increasing math attainment, or increasing reading attainment. Awards were given to projects surrounding the creation of metal projects that may promote females in the trades, literature grant for early childhood careers classes, and materials costs for vocabulary projects in the trades areas.

**QUESTION:** Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts 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. Mini-grants were awarded to multiple schools within the consortium.

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 continues to use the processes and procedures to assist students with special needs. This included utilizing the Starfish Early Alert System.

**QUESTION:** How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

District 742 implemented a PLTW course for new-to-country students to experience Tech Ed skills in order to increase awareness of high-wage, high-skill, high-demand areas. This was previously funded through the Perkins grant. The district is fully funded this position in FY 19.

**QUESTION:** How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

SCTCC adopted a flipped advising process where students provided information up-front prior to meeting with the advisor. This has allowed for more useful interactions between students and advisors. SCTCC also utilized Starfish, an early-intervention software program, designed to identify students who are struggling academically and/or socially. The use of Starfish has helped to improve retention among all students, including special populations.

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

**QUESTION:** Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student's high school record and on college transcripts?

SCTCC provides a small but growing concurrent enrollment program. In 2018 - 2019, the college offered Automotive at Apollo High School (including area students from St. Cloud Apollo, St. Cloud Technical, and Sartell high schools), Welding at Cambridge-Isanti and Princeton High Schools, Certified Nursing Assistant at ROCORI 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 2018-2019, SCTCC was a participating college in 56 articulation agreements. Articulation Meetings were held on October 5 and 26, 2018. For GRPC, 982 students earned 1,498 articulated college credits under the terms of 56 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 certified nursing assistant.

Perkins funding is used to support the Peer Mentor program at SCTCC. In 2018-2019, 4 students peer mentors assisted the SCTCC advising staff. Peer mentors were present at "Cyclone Experience," a campus event that occurs once before Fall 2018 and once before Spring 2019 to assist new students navigate their first year of 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:** Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

As mentioned above, SCTCC hosted Articulation Meetings.

**QUESTION:** Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

SCTCC continued to utilize Perkins funds to hire student tutors in the Center for Academic Success (CAS) and student mentors in the Academic Advising Office. Perkins funds were also used to pay a portion of the salaries of the CAS Director, the CTE Academic Advisor and the Accommodations Specialist in the Disability Services department.

The Academic Advising Center implemented a “Check and Connect” program that involved intentional contact between the Academic Advisor and current students fail to meet Satisfactory Academic Progress. The plan utilized Peer Mentors to cultivate relationships with SAP students and develop a caring relationship that leads to increased academic motivation and academic persistence. A mini grant, utilizing Perkins funds, was given to the program to focus on those SAP students in nontraditional participation in CTE classes.

Secondary continues to have counselors from consortium high schools attend counselor workshop on February 8, 2019 hosted by SCTCC to review latest information on admission requirements, articulation, concurrent enrollment, and POS.

**QUESTION:** Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

Articulation agreements and Discovery Academy offerings.

**QUESTION:** Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

Support of EPIC and the SCTCC/GRPC 31<sup>st</sup> annual Career Fair as well as Forecast Your Future events, as explained previously.

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

SCTCC will continue to host a job fair, provide career services, and advise students on job seeking skills. The partnership between SCTCC, business and industry and participating high schools on the Forecast Your Future program offered information 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.

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.

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.

### Goal 5: Sustain the Consortium

**QUESTION:** What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

Monthly GRPC Governing Board Meetings to plan, develop and coordinate all consortium activities. Continue support of articulation and counselor meetings to allow face-to-face interaction and interaction with members of the GRPC Governing Board.

In terms of changes, it is our desire to add rotating membership on the governing board from Workforce Development Center, DEED, CareerForce. These representatives would serve as an advisory capacity to the governing board.

**QUESTION:** Provide an overview of the consortium 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 represented the Benton/Stearns schools of Sauk Rapids, Sartell, Rocori, Foley, Holdingford, Kimball, and Royalton. Leah Sams coordinated the grant and represented St. Cloud schools, Tech, Apollo, and McKinley Area Learning Center. Steve Hammero represented Milaca and Ogilvie. Brian Koslofsky represented Wright Tech Center and their member schools. Wright Tech was the fiscal host for the grant. Each coordinator works collaboratively with their schools facilitate and implement the grant. Susan Jordahl is the post-secondary representative from SCTCC.

**QUESTION:** Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

No, status quo from previous years.

**QUESTION:** To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

We utilized the CPiP grant funds to improve the Programs of Study Website, as mentioned previously.

In being part of the EPIC event we work with both industry and educational institutions to secure monetary and in-kind contributions for the successful implementation, operation and follow up this event.

**QUESTION:** How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

After completing the program approval process at the secondary level during the last year we have had an opportunity to examine and evaluate CTE programs across the consortium. We will continue to spend our dollars on our secondary programs that indicate in the program approval process appropriate size and our robust offerings that have a multifaceted student experiences. While keeping in mind our goal to enhance CTE programs across the consortium both big and small.

SCTCC will continue to work with our secondary partners on offerings to meet and enhance their CTE programs, as well as, work with business and industry partners to identify CTE areas to grow or cease growing as determined by need.

**QUESTION:** How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

Our plan is to work cooperatively with all stakeholders bringing in input from a wide variety local agencies and stakeholders. Specific plans will be made upon receipt of requirements from MDE and Minnesota State. **Other Summary Comments** **QUESTION:** If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts? **QUESTION:** What lessons-learned will you incorporate into your two-year application due May 1, 2020

Thank you for submitting your 2019 Perkins IV APR. You have provided many examples of support for students, non-traditional opportunities and updating equipment for a variety of POS. The Discovery Academy expands options for learners and provides concurrent enrollment credit. We appreciate the efforts to recruit and support the needs of your Somali population. It will be interesting to see if these students persist in these programs of study.

Opportunities:CPiP funds updated the POS website. How will this fit into your Perkins V work? How can we help you move forward on your CLNA? Are you having conversations with other consortia in your region?