



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02386 - FY18 Great River Consortium

Perkins IV Consortium

Grant Title: FY18 Great River Consortium
 Grant Number: 02070
 Grant Status: Underway
 Comments:
 Applicant Organization: Great River Consortium
 Grantee Contact: Becky Thelen
 Award Year: 2017
 Program Area: Perkins IV Consortium
 Amounts:
 Contract Dates: Contract Sent 12/13/2017
 Project Dates: 07/01/2017 (Project Start) to 06/30/2018 (Project End)
 Grant Administrator: Debra Wilcox-Hsu
 Contract Number: 02070
 Award Year: 2017

Contract Received: 07/01/2017
 Contract Executed: 06/30/2018

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates: 07/01/2017 to 06/30/2018

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Wright Technical Center	51 vocational center	966
Albany	01 public school district	745
Annandale	01 public school district	876
Becker	01 public school district	726
Big Lake	01 public school district	727
Buffalo	01 public school district	877
Delano	01 public school district	879
Foley	01 public school district	51
Holdingford	01 public school district	738
Howard Lake	01 public school district	2687
Kimbal	01 public school district	739
Maple Lake	01 public school district	881
Melrose	01 public school district	740
Milaca	01 public school district	912
Monticello	01 public school district	882
Ogilvie	01 public school district	333
Paynesville	01 public school district	741
Rockford	01 public school district	883
Rocori	01 public school district	750
Royalton	01 public school district	485
Sartell	01 public school district	748
Sauk Rapids	01 public school district	47
St. Michael-Albertville	01 public school district	885
St. Cloud	01 public school district	742
St. Cloud Technical & Community College		

Summary Narrative Part Two

Comprehensive Professional Development

Q5) Describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]

GRPC encourages and supports professional development at the secondary and post-secondary level. Appropriate opportunities are shared with CTE personnel and the value of ideas are brought forward. We have accountability measures in place for secondary and post-secondary.

We encourage all CTE instructors in our Rigorous Programs of Study (Facilities and Mobile Equipment Maintenance and Manufacturing) to attend industry in-services and trainings.

All professional development activities include effective networking among teachers, counselors, administrators and other related professionals.

Articulation meetings/concurrent enrollment provides professional development options including curriculum and teaching methods discussions.

Professional development is also supported in collaboration with regional and statewide consortia members and MDE and MN State.

Consortium coordinators are currently working with non-CTE instructional staff (secondary) in various disciplines to become CTE certified.

Recruitment and Retention

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)]

Recruiting teachers and faculty to fill CTE vacancies at the secondary level is a challenge for our Consortium.

We provide support and advice to building administrators on filling secondary CTE teacher vacancies. Advisory committee members and professional networks used to broaden the pool of candidates for CTE teacher openings.

Consortium leadership is active in state wide teacher licensing discussions and networking with other CTE administrators around the state to fill CTE vacancies. Alternate teaching licensing is utilized in areas where there are not qualified CTE teachers or a license does not exist.

Faculty credentialing at the post-secondary level is discussed at articulation meetings; this is an informative exchange that can highlight the additional requirements for post-secondary CTE faculty with consideration of industry and program accreditation standards. Faculty credentialing is a critical element to maintaining and expanding concurrent enrollment opportunities in CTE.

Evaluate Student Performance and Programs

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)]

NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.

Formative and summative assessments are used in CTE programs.

SCTCC adheres to the requirements of national skill standard and the accrediting bodies of all programs.

All SCTCC programs have developed comprehensive course/program outcomes that are designated in assessment matrixes.

Student organization competitions are an indication of learning and skill development for secondary and post-secondary students, student and faculty participation is supported.

Secondary programs participate in the annual MDE data collection and analysis process.

Industry-recognized certifications earned by secondary students include: OSHA, First Aid CPR, ServSafe, and Nursing Assistant.

Consortium leadership will continue to attend state-led information and training sessions and attend national conferences associated with career pathways and CTE leadership development.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]

Great River identifies Manufacturing as our Rigorous Program of Study. We started the process by meeting as a governing board to choose our rigorous programs. We have invested additional money in our 2016 and 2017 grant for program improvement in our selected areas and will continue funding in FY18.

As an effort to continue expand, grow and maintain high quality RPOS, we will integrate the principles of the Youth Apprenticeship model to develop programming to expose students to all facets of industry.

We will utilize the following method to assess viability of additional RPOS: 1) evaluate the curriculum depth among secondary and post-secondary program, 2) secure support of secondary and post-secondary administration, 3) bring together the secondary and post-secondary instructors, 4) present the Rigorous Program of Study Components and the review process, 5) instructors will discuss the RPOS Components with advisory board members, 6) present RPOS to high school counselors, 7) implement the RPOS deemed viable.

The POS development process has helped provide an additional point of conversation between education and industry. It has also increased industry awareness regarding the barriers facing education in offering the courses and exploration desired by industry. It has opened opportunities of discussion with Guidance Counselors to better understand technical education and the alignment of academic courses.

During FY2018, GRPC will continue to work on the implementation of an additional RPOS in the Manufacturing Career Path. Manufacturing is a dominate industry in the region and employers have indicated a strong need for well-prepared workers. The initial phase will include identification of information sources: DEED Labor Market and Demographic data, regional employer input and curriculum review at both the secondary and post-secondary level. Since the Manufacturing Career Pathway encompasses so many occupational areas the GRPC Governing Board identified it as a good candidate to expand the RPOS inventory.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec. 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

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 includes 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.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissible Uses of Funds*	R5 Professional Development , R10 Collaboration, P2 Counseling
Strategies	
<ol style="list-style-type: none"> 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. 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$8,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,000.00
Secondary Required Activities	\$41,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$41,000.00
Total	\$49,000.00

Goal 1 Objectives 2

Required/Permissible Uses 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. The school districts within the consortium will meet the negotiated targets.

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.

Local school districts continue to remediate students who are not showing adequate progress towards math and reading proficiency. The impact is difficult to measure due to old data. In addition to remediation, school districts continue to work on math and reading proficiency for all students across curriculum, thus making specific CTE strategies difficult to implement as CTE courses are part of the broader high school curriculum.

Reallocation Explanation	
Post-Secondary Required Activities	\$2,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,500.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$8,500.00

Goal 1 Objectives 3

Required/Permissible Uses 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.

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

Goal 1 Objectives 4

Required/Permissible Uses 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	
<ol style="list-style-type: none"> 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.	

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

Goal 1 Objectives 5

Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment
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Strategies	
<ol style="list-style-type: none"> 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.	

Reallocation Explanation	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$15,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$16,000.00
Total	\$20,000.00

Goal 1 Objectives 6

Required/Permissive Uses 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
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Strategies	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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.

Reallocation Explanation	
Post-Secondary Required Activities	\$17,491.92
Post-Secondary Permissible Activities	\$8,840.04
Post-Secondary Admin Cost	\$4,007.18
Post-Secondary Reserve	\$10,706.04
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$41,045.18
Secondary Required Activities	\$42,923.73
Secondary Permissible Activities	\$45,054.92
Secondary Admin Cost	\$10,000.00
Secondary Reserve	\$26,350.67
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$124,329.32
Total	\$165,374.50

Goal 1 Objectives 7

Required/Permissive Uses of Funds*	Reallocation
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Strategies

Members districts have been provided with the opportunity to offer ideas and suggestions that will directly relate to the consortium's indicators that are currently falling below target. We wish to have money available for those new ideas and initiatives.

Outcomes

Districts are proposing ways in which our consortium can work on Math, Reading, and Non-traditional participation goals.

Measures

Our target indicators will be formally assessed yearly. Informal assessment will occur at the local level after idea/initiative implementation.

Reallocation Explanation	GRPC governing board proposes to utilize the reallocated funds by setting aside 60% for ideas and initiatives that support the indicator targets in which our consortium is below target.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$9,026.92
Secondary Reallocation Reserve	\$1,223.08
Secondary Total	\$10,250.00
Total	\$10,250.00

Goal 1 Objectives 8

Required/Permissive Uses of Funds*	R7 Initiate/Improve/Modernize Technology
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Strategies

Post-secondary Basic & reserve Reallocated Funds for state fiscal year 2016-17 will be used to acquire CTE program equipment that meets industry standards with emphasis on technologically current equipment.

Outcomes

Improved CTE post-secondary programs through new equipment that supports Programs of Study.

Measures

Improvement on 1P1 data. Material investment in state of the art equipment for post-secondary CTE programs.

Reallocation Explanation	Purchasing new equipment to help CTE programs keep up with industry standards.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$4,239.51
Post-Secondary Reallocation Reserve	\$2,888.05
Post-Secondary Total	\$7,127.56
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,127.56

Goal 2 Narrative

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

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

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.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P3 Work-Based Experiences
Strategies	
<ol style="list-style-type: none"> 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. 5. Wright Technical Center will provide a program called CEO, Creating Entrepreneurial Opportunities. 6. We will continue to support career and technical education student organizations. 	
Outcomes	
<ol style="list-style-type: none"> 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	
<p>Work based learning opportunities are developed for CTE students. St. Cloud School District offers work based learning opportunities with work experience teachers at McKinley Area Learning Center, Apollo High School, and Tech High School; totaling 375 students for FY18's enrollment. For FY18 Wright Tech Center will enroll 35 students for the Youth Apprenticeship program with 50 partnering companies. The goal at WTC is to place 50 Youth Apprenticeships in FY18. They will provide on-the-job training for 100 students plus 20 students in the CEO program.</p> <p>The consortium collaboratively hosts job shadowing in area healthcare sectors, with 5 high schools represented. 105 students are currently enrolled for FY18.</p> <p>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.</p> <p>Document student and business membership and partnership in work based learning, student organizations, and job shadowing/Youth Apprenticeship programs.</p>	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$3,995.75

Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$3,995.75
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$1,913.89
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,913.89
Total	\$5,909.64

Goal 2 Objectives 2

Required/Permissive Uses 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.

Reallocation Explanation*	
Post-Secondary Required Activities	\$1,700.00
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$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

Required/Permissive Uses 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

Reallocation Explanation*	
Post-Secondary Required Activities	\$10,047.45
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$1,087.37
Post-Secondary Reserve	\$0.00
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 Admin Cost	\$1,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$56,500.00
Total	\$72,634.82

Goal 2 Objectives 4	
Required/Permissive Uses of Funds*	Reallocation
Strategies	
Students will have additional opportunities to participate in industry partnerships and form relationships through student organizations. Teachers will be able to access industry partnerships through formal and informal meetings and activities.	
Outcomes	
Student participation in professional organizations will be tracked and assessed.	
Measures	
We seek to increase partnerships with industry members through student organizations and advisory board activities.	
Reallocation Explanation*	GRPC governing board proposes to utilize the reallocated funds by setting aside 40% of the funds for professional student organization and workforce center initiatives.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$6,829.24
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,829.24
Total	\$6,829.24

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

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!

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R10 Collaboration
Strategies	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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	
Reallocation Explanation	
Post-Secondary Required Activities	\$35,020.46
Post-Secondary Permissible Activities	\$35,489.20
Post-Secondary Admin Cost	\$300.71
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$70,810.37
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$70,810.37

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R9 Special Populations
Strategies	
We will follow all processes and procedures relative to discrimination	
Outcomes	
No discrimination will be tolerated	
Measures	
In adherence to MDE/MnSC policy all complaints are investigated immediately and brought to resolution	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R8 Size/Scope/Quality, R9 Special Populations
Strategies	
1. Provide students opportunities to engage in hands-on technical career skills sets by partnering with English Learner programs for new-to-country student participation in CTE.	
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	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$8,800.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,800.00
Total	\$8,800.00

Goal 3 Objectives 4	
Required/Permissive Uses 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 planing 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$4,000.00

Goal 3 Objectives 5	
Required/Permissive Uses 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$9,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$9,000.00
Secondary Required Activities	\$13,200.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$13,200.00
Total	\$22,200.00

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]/li-
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

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.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	P10 Student Transition
Strategies	
<ol style="list-style-type: none"> 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 Admin Cost	\$523.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,369.30
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$10,369.30

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, R10 Collaboration
Strategies	
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 Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 4 Objectives 3	
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Required/Permissive Uses 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 Admin Cost		\$0.00
Post-Secondary Reserve		\$0.00
Post-Secondary Reallocation Basic		\$0.00
Post-Secondary Reallocation Reserve		\$0.00
Post-Secondary Total		\$53,185.21
Secondary Required Activities		\$0.00
Secondary Permissible Activities		\$0.00
Secondary Admin Cost		\$0.00
Secondary Reserve		\$0.00
Secondary Reallocation Basic		\$0.00
Secondary Reallocation Reserve		\$0.00
Secondary Total		\$0.00
Total		\$53,185.21

Goal 4 Objectives 4		
Required/Permissive Uses 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 Admin Cost		\$0.00
Post-Secondary Reserve		\$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 Admin Cost		\$0.00
Secondary Reserve		\$0.00
Secondary Reallocation Basic		\$0.00
Secondary Reallocation Reserve		\$0.00
Secondary Total		\$0.00
Total		\$0.00

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

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

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissible Uses of Funds*	R8 Size/Scope/Quality, R10 Collaboration
Strategies	
<ol style="list-style-type: none"> 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,399.58
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,399.58
Secondary Required Activities	\$5,506.03
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$416.67
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,922.70
Total	\$10,322.28

Goal 5 Objectives 2	
Required/Permissible Uses of Funds*	R8 Size/Scope/Quality, R10 Collaboration
Strategies	
<ol style="list-style-type: none"> 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$4,399.59
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$500.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$22,500.00
Total	\$26,899.59

Goal 5 Objectives 3	

Required/Permissive Uses 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.		
Reallocation Explanation		
Post-Secondary Required Activities		\$4,399.58
Post-Secondary Permissible Activities		\$0.00
Post-Secondary Admin Cost		\$0.00
Post-Secondary Reserve		\$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 Admin Cost		\$500.00
Secondary Reserve		\$0.00
Secondary Reallocation Basic		\$0.00
Secondary Reallocation Reserve		\$0.00
Secondary Total		\$10,500.00
Total		\$14,899.58

Goal 5 Objectives 4		
Required/Permissive Uses 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.		
Reallocation Explanation		
Post-Secondary Required Activities		\$4,399.58
Post-Secondary Permissible Activities		\$200.00
Post-Secondary Admin Cost		\$889.92
Post-Secondary Reserve		\$0.00
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 Admin Cost		\$3,500.00
Secondary Reserve		\$0.00
Secondary Reallocation Basic		\$0.00
Secondary Reallocation Reserve		\$0.00
Secondary Total		\$11,500.00
Total		\$16,989.50

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

Calculate Goals

Do you want to calculate all budget goals?* No Yes

Budget Goal 1

Row	Post-secondary Required Activities	Post-secondary Permissible Activities	Post-secondary Admin Cost	Post-secondary Reserve	Post-secondary Reallocation Basic	Post-secondary Reallocation Reserve	Post-secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$46,991.92	\$15,840.04	\$4,007.18	\$10,706.04	\$4,239.51	\$2,888.05	\$84,672.74	\$114,923.73	\$45,054.92	\$11,000.00	\$26,350.67	\$9,026.92	\$1,223.08	\$207,579.32	\$292,252.06

Budget Goal 2

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary Reserve	Post-Secondary	Post-Secondary	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost		Reallocation Basic	Reallocation Reserve									
Goal 2 Total	\$11,747.45	\$10,000.00	\$1,087.37	\$3,995.75	\$0.00	\$0.00	\$26,830.57	\$21,500.00	\$37,000.00	\$1,000.00	\$1,913.89	\$6,829.24	\$0.00	\$68,243.13	\$95,073.70

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$35,020.46	\$35,489.20	\$300.71	\$9,000.00	\$0.00	\$0.00	\$79,810.37	\$26,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$26,000.00	\$105,810.37

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$39,385.21	\$23,646.30	\$523.00	\$0.00	\$0.00	\$0.00	\$63,554.51	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00	\$64,554.51

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$17,598.33	\$200.00	\$889.92	\$0.00	\$0.00	\$0.00	\$18,688.25	\$45,506.03	\$0.00	\$4,916.67	\$0.00	\$0.00	\$0.00	\$50,422.70	\$69,110.95

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$150,743.37	\$85,175.54	\$6,808.18	\$23,701.79	\$4,239.51	\$2,888.05	\$273,556.44	\$208,929.76	\$82,054.92	\$16,916.67	\$28,264.56	\$15,856.16	\$1,223.08	\$353,245.15	\$626,801.59

Secondary Supplemental Budget Sheet

Description	File Name	File Size
See attachment	Secondary-Budget-Supplemental-Sheet 2017-18.xlsx	66 KB
See attachment	Secondary-Budget-Supplemental-Sheet 2017-18.xlsx	66 KB

Secondary Budget Reallocation

Description	File Name	File Size
Secondary Budget Reallocation	Perkins Budget reallocations.xlsx	48 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,550.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
Totals	\$5,550.00

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$24,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 66.0%

Coordinator Budget:* \$78,052.07

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Ray Przekurat	Director- Wright Technical Center	473147	\$13,000.00	wg_Coordinator description.doc
John Rasmussen	Coordinator		\$12,000.00	wg_GRPCCoordinator_2016 (1).doc
Dene Byers	Coordinator		\$3,500.00	wg_GRPCCoordinator_2016 (1).doc
Jean Pederson	Counselors		\$10,000.00	wg_Counselor.docx
Lisa Stein	Financial Management		\$5,000.00	wg_FinancialSupport.docx
Mark Weimer	Tech Ed Teacher	427102	\$8,400.00	wg_teacher duties.docx
Megan Biggar	CTE Office Assistant		\$5,000.00	wg_cte clerical job duties.docx
????	Dean of Skilled Trades and Industry		\$42,854.76	wg_01098467 Dean of Skilled Trades and industry May 2017.doc
Kerby Plant	Director Center for Academic Success		\$14,949.49	wg_01100147 Plante CAS JD 2 10 15.doc
Jill Jochum	Accounting Officer		\$6,157.42	wg_01017237 Jochum revised 121112.doc
Rebecca Thelen	Administrative Assitant		\$18,503.63	wg_01015090 Thelen - OASI Advising Partnerships 10_2015.doc
Brad Mohs	CLA		\$28,566.65	wg_01100154 Bjork CLA2 March 2015.doc
			\$167,931.95	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	1S1 – Academic Attainment in Reading/ Language Arts
Action Steps to improve the performance	
The Student Success Team will evaluate student data related to this measure to develop interventions to assure students are completing their entire programs. The Advising Center will work with CTE students, in group and individual settings, to explain the differences between Diplomas and AAS Degrees; and to counsel students on completing all program requirements. Training for Faculty Advisors regarding the use of DARS and other tools to assure student completion in the students' final term. A focused campaign for CTE students to complete application to graduate. Continue to utilize Starfish Early Alert system to track student progress and identify opportunities for early intervention for student at risk	
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	FY18 and beyond
Person(s) Responsible	Academic and Student affairs administration and staff. Staff and faculty advisors, Accommodations Specialist, Counselor for Students with Disabilities. Academic and Student Affairs Administration, Registrar, CTE Faculty, Academic Advisors, Communications Department, Academic and Student Affairs Administration as well as SCTCC Faculty.
How will progress be documented?	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. 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.
Sub-populations or groups where gap exists:	
Describe any contextual factors that might contribute to this gap:	
Further Information	
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.	

Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	61.56
Actual Performance: *	58.66
General strategies planned to improve performance:	
Schools will continue to monitor STAR data and practice MCA test data.	
Comments or context for actual performance (optional):	
Local school districts continue to remediate students who are not showing adequate progress towards reading proficiency. The impact is difficult to measure due to old data. In addition to remediation, school districts continue to work on reading proficiency for all students across curriculum, thus making specific CTE strategies difficult to implement as CTE courses are part of the broader high school curriculum.	
Improvement Report 2	
Indicator Not Met: *	1S2 – Academic Attainment in Math
Negotiated Performance: *	51.44
Actual Performance: *	47.53
General strategies planned to improve performance:	
Schools will continue to monitor STAR data and practice MCA test data.	
Comments or context for actual performance (optional):	
Local school districts continue to remediate students who are not showing adequate progress towards math proficiency. The impact is difficult to measure due to old data. In addition to remediation, school districts continue to work on math proficiency for all students across curriculum, thus making specific CTE strategies difficult to implement as CTE courses are part of the broader high school curriculum.	
Improvement Report 3	
Indicator Not Met: *	2S1 – Technical Skill Attainment
Negotiated Performance: *	70.21
Actual Performance: *	67.78
General strategies planned to improve performance:	
Counselors will be consulted with transcript implementation.	
Comments or context for actual performance (optional):	
This is the first time in the last 3 years that the consortium did not meet the target in this area. We believe it is a blip in our data, and we will continue to motivate students to take the tests seriously. We are looking into making the TSA part of the grade process and possibly adding it to the students official transcripts to add value. 26 individual school districts have varying processes	
Improvement Report 4	
Indicator Not Met: *	6S2 – Nontraditional completion
Negotiated Performance: *	28.70
Actual Performance: *	27.10
General strategies planned to improve performance:	
Counselors and admin with recruiting discussions.	
Comments or context for actual performance (optional):	
We don't have many programs that have completers based on number of classroom hours. The nontraditional data is skewed because the legislative formula is incorrect.	

Statement of Assurances & Certifications

Description	File Name	File Size
Signed assurances from Great River	signed assurances.pdf	5.4 MB
SCTCC signed Statement of Assurance	Statement of Assurance- Signed.pdf	83 KB

Attachments

Description	File Name	File Size
POS/RPOS/TSA	FY18POS.TSA.planningguide.GreatRiver_6-12-17.docx	30 KB

