



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02654 - FY19 Great River Consortium

Perkins IV Consortium

Grant Title: FY19 Great River Consortium
Grant Number: 02420
Grant Status: Underway
Comments:
Applicant Organization: Great River Consortium
Grantee Contact: Scott Wallner
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 10/19/2018
Project Dates: Proposal Date 07/01/2018
Grant Administrator: Debra Wilcox-Hsu
Contract Number: 02420
Award Year: 2018

Contract Received 06/30/2019 Contract Executed
 Project Start Project End

Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2018
 06/30/2019

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
St. Cloud Area School District	01 public school district	742
Wright Technical Center	51 vocational center	
St. Cloud Technical and Community College		
Sauk Rapids-Rice School District	01 public school district	47
Milaca School District	01 public school district	912
Ogilvie School District	01 public school district	333
Albany Public Schools	01 public school district	745
Annandale Public Schools	01 public school district	876
Becker Public Schools	01 public school district	726
Big Lake Public Schools	01 public school district	727
Buffalo-Hanover-Montrose Public Schools	01 public school district	877
Delano Public Schools	01 public school district	879
Foley Public Schools	01 public school district	51
Holdingford Public Schools	01 public school district	738
Howard Lake-Waverly-Winsted	01 public school district	2687
Kimball Public Schools	01 public school district	739
Maple Lake Public Schools	01 public school district	881
Melrose Public Schools	01 public school district	740
Monticello Public Schools	01 public school district	882
Paynesville Public Schools	01 public school district	741
Rockford Public Schools	01 public school district	883

ROCORI Public Schools	01 public school district	750
Royalton Public Schools	01 public school district	485
Sartell-St. Stephen	01 public school district	748
St. Michael-Albertville Public Schools	01 public school district	885

Summary Narrative Part One

Career and Technical Education Programs:

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Q1) How does your plan support the career and technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)]

Our plan includes the refinement of POS in pathways available through the MN State system. It also includes implementation of TSA where appropriate for both secondary and post-secondary.

The development of POS helps us recognize: a) where our strongest CTE programs are in Great River Consortium, b) what capacity we have to build on our strengths, and c) that there is value in directing students to CTE courses that are available even if it is not considered a rigorous POS and that a combination of CTE courses and academic courses aid in the transition of secondary and post-secondary success. Several schools in the consortium have implement or expanded courses in POS of Human Services, Business and Management, Health Sciences, and Agriculture.

Work cooperatively with local workforce centers, DEED, and local businesses to structure programs of high wage, high skill, high demand. Our goal is to work together with various industry, non-profit, and government agencies to enhance programs across the consortium. Consortia members sit on various workforce center boards that related to secondary/post secondary transitions, employment, etc. Grant opportunities are sought and written with the aid of the Workforce Center and local industry representatives ie; Central MN Builders Association, Central MN Manufacturing Association, etc.

The consortium will benefit as a whole through continued revision of our POS in an attempt to make them relevant to students to help prepare them to be college and career ready.

Continuing with implementation of Wright Technical Center's (WTC) Youth Apprenticeship program and the program called CEO (Creating Entrepreneurial Opportunities), we aim to help meet the manufacturing needs of our area. Additionally, we seek to assist more districts in our consortium with adding experiential learning opportunities such as these. Partner for Student Success (see attachment) is working with districts to find seed money for the initial CEO investment, which will greatly enhance industry and school collaboration with these programs.

Meeting State and Local adjusted levels of Performance

Q2) Describe the process you used to analyze and interpret performance on accountability indicators and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b) (2)]

We analyze performance data as a Governing Board, share and discuss the data with college and secondary administration. Through this discussion we develop and adjust our strategies for the coming year. All CTE activities supported by Perkins funds are designed and delivered with the goal of meeting locally negotiated levels of performance; those that did not make FY18 targets will be addressed in the Improvement Plan(s). We work collaboratively with our local districts regarding their literacy and mathematics implementation plan in order to assure integration of CTE skills and courses. Some of these initiatives can be found in each districts literacy plans and World's Best Workforce Plans. (see attached for example)

Perkins funds will used to fund secondary and post secondary faculty & staff professional development opportunities to identify and support students who may be at risk of stopping- or dropping-out. The academic advising center is working in conjunction with faculty advisors to establish and execute interventions for students who are in peril of being placed on academic warning due to GPA and/or course completion which can lead to suspension if students are not appropriately counseled.

The postsecondary measures are reviewed each year and shared with academic deans to determine appropriate action to improve performance. There has been a concentrated effort at SCTCC to improve retention and completion for all students. As demonstrated in the FY17 performance, we exceeded our negotiated target for Credentials, Certificates and Degrees. A deeper look into the data revealed that the college needs to find interventions to prevent student attrition, as 29% of the report year cohort was lost.

Postsecondary Perkins funds are expended to support students in CTE programs and to assist in their persistence; SCTCC utilizes "peer mentors" to provide a peer student connection for incoming students. Peer mentors assist in the early registration and advising days where students initially enroll at SCTCC.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3)]

SCTCC has an Administrative Advisory Board that includes high school administration. Various college personnel are involved in workforce discussions, planning and presentation at local/regional/state/national levels. Those involved share data, studies, demographic and immigrant urgency, and recommendations with many facets of the partnership including secondary teachers and administration. SCTCC is continuously informed of the changing workforce needs and shares that information with secondary.

The consortium realizes that attracting enrollment in CTE offerings both secondary and post-secondary is cyclical, thus we discuss information and opportunities with regional entities such as the Initiative Foundation, Partner for Student Success, Workforce Center, Chamber of Commerce, Central Minnesota Manufacturers Association, Wright County Economic Development Partnership, Central Minnesota Builders Association, Centers of Excellence, and local industry partners.

All secondary CTE programs supported by Perkins have been approved by MDE to assure adequate size, scope and quality. Our consortium will continue with the program approval process and support school districts with workshops to aid in program approval processes.

Discovery Academy (concurrent enrollment) offers high school depth in curriculum at college rigor, guided by shared advisory boards. National skill assessment standards are used in the Discovery Academy course offerings (i.e. AYES, EMSR).

Where appropriate CTE course/programs are supported by joint advisory committees.

TSA are implemented in appropriate secondary and post-secondary programs.

The curriculum in articulated courses are reviewed and aligned annually. This process includes review of articulation agreements, POS and TSA to expand the level of understanding and expectations throughout all professional levels of the consortium.

Articulation with multiple post secondary institutions to enhance the ladder opportunities for students is continuously in progress and shared.

How students are provided with experience

Q4) Describe how students are provided with strong experience in— and understanding of—all aspects of the industry. [Sec.134 (b)(3)(C)]

Consortium-wide experiences and opportunities expose students, teachers, and faculty to greater understanding of all aspects of the industry.

CTE instructors identify appropriate speakers, job site visits, field trips and tours for students.

Student organizations, mentoring, internships, job shadowing, youth apprenticeships, and entrepreneurial experiences are available throughout the consortium. Additionally, Work Based Learning provides instruction on “all aspects” of industry.

Advisory committees review curriculum, programs, equipment and facilities bringing “real world” problems/issues to the secondary level.

Students enrolled in several Perkins-eligible programs at SCTCC, complete “on the job” experiences prior to completing their degrees/programs. These experiences include health career clinicals and internships in other program areas: business, manufacturing, transportation, and energy. Students in construction related programs work as a team on a house project building a new home. The transportation department services vehicles for customers just like our industry partners.

Summary Narrative Part Two

Comprehensive Professional Development

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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 (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 certified staff who teach in CTE-eligible secondary courses 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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

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 are used to broaden the pool of candidates for CTE teacher openings. Area industry associations have advertised CTE teaching positions on their websites and with their members.

Consortium leadership is active in statewide teacher licensing discussions and networking with other CTE administrators around the state to fill CTE vacancies. GRPC Leadership is also vested in learning how the new Tiered Licensing System will affect teacher recruitment and retention. Alternative 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 matrices.

Student organization competitions are an indication of learning and skill development for secondary and post-secondary students, student and faculty participation is supported. State and National event evaluations/reports are examined to evaluate student performance with national standards.

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

Industry-recognized certifications earned by secondary students include: AYES, 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 Perkins Consortium identifies Manufacturing as our Rigorous Program of Study. We started the process by meeting as a governing board to choose our rigorous programs.

As an effort to continue to 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 FY2019, GRPC will continue to work on the implementation of an additional RPOS in the Manufacturing Career Path. Manufacturing is a dominant 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

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

We have 1228 total programs of study with 71 unique pathways. The career fields represented throughout our consortium include: Health Sciences, Business Management and Administration, Communication Technologies, Human Services, Agriculture and Natural Resources, Engineering and Manufacturing Technologies.

The Program of Study website was mandated by MDE and MN State a handful of years ago, and Sandy Fabien was the lead editor and programmer for this website. Since her retirement, this position has never been filled/reinstated or funded. Thus this has not been updated in that time frame. Our consortium's goal is to collaborate with SCTCC and to commit financial resources to fund the maintenance and updating of this initiative.

We have identified our 7 programs of study to focus on for this years grant: Agriculture, Business, Transportation, Human Services (FACS), Health Sciences, Communication Technologies, and Engineering/Manufacturing. Our identified Rigorous Program of Study is Manufacturing.

This RPOS was chosen through input from MN DEED and the Central MN Workforce Center (Career Solutions) on high-wage, high-skill, high-demand employment. Consortia schools seek to increase offerings in this area from industry advisory recommendations and feedback due to the explosion of career opportunities in Central Minnesota. GRPC will support program of study improvement through appropriate equipment, curriculum, and professional development activities.

To facilitate this goal we will continue to collaborate with local industry to offer a variety of experiences (examples include: Career Partnership, professional development in manufacturing)

College articulations exist to help students fulfill their pathway in manufacturing.

Continue to support the apprenticeships for students in the manufacturing that exist at Kimball High School and Wright Technical Center. **Attached please find a list of apprenticeship opportunities.**

2. Describe opportunities for early college credit [Sec. 135. (c) (10)]

Early college credit options can be found in a variety of methods including Articulated College Credit, Concurrent Enrollment, and PSEO. Our consortium will continue to support the following initiatives:

With the renewed support from SCTCC through the addition of Scott Wallner as the Director of K-12 Initiatives, we are continuing to reinvigorate early college credit options with consortium schools. **Attached please find a current list of articulated agreements.**

Discovery Academy Concurrent Enrollment Partnership with SCTCC and consortium schools as a multi-district agreement. Courses that are available in the areas of advanced transportation and First Responder. This allows students to participate in career pathways and earn college credit while in a safe environment of their home high schools. Our advisory committee recommends furthering partnerships with SCTCC especially in the areas of transportation due to labor market projections in our locale.

Wright Technical Center articulates with 26 colleges to offer a plethora of college credit options for students around the metro area and out state Minnesota.

Sauk Rapids-Rice High School offers Economics credit through SCSU through a concurrent enrollment agreement.

St. Cloud Area School District 742 received a grant to offer students free concurrent enrollment credits for an Introduction to Education course to encourage students to enter the field of education and stay local when licensed. We will grant-fund this teaching position as a new initiative at Tech and Apollo High Schools for the 2018-2019 school year.

Articulated CTE Credits -- The consortium maintains about two dozen articulation agreements covering dozens and dozens of regional high schools. [Attached please find a list of articulated agreements.](#)

Advisory committees, parents, students, and other stakeholders are interested in expanding college credit options. We will continue to explore these options, but we are constrained with credentialing regarding high school staff. SCTCC is seeking the implementation of Professional Development Plans for credentialing faculty in difficult to find areas of Career and Technical Education.

3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]

We will continue to support the following initiatives for FY 19.

A consortium-wide counselor meeting. Examples are the meetings that took place on October 2017 and November 2017. [\(See attached agendas.\)](#)

CTE articulation meetings held at SCTCC (Nov. 17 and Dec. 1). [\(See attached agendas.\)](#)

A follow-up counselor meeting was held at SCTCC on 01-25-2018. This meeting was designed from the end-of-meeting survey (needs assessment) results indicating more information was needed for additional details on dual-credit opportunities.

These meetings were used for guidance in program of study planning.

SCTCC intends to continue the DACUM process to evaluate curriculum alignment to current job expectations for select occupations. The process will be a collaborative effort among educators (secondary and post-secondary), employers, and high-performing incumbent workers.

4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]

Each school district follows their own improvement plan approved by each local school board, administration and stakeholders.

Several of our consortium schools have 1:1 technology initiatives and utilize individualized instruction based on student needs. The consortium will continue to support the purchase of curriculum, online resources and instructional materials to address the academic needs of the students and to improve the CTE comprehension of our students as measured by TSAs. The consortium will continue to support instructional assistance in instructional labs and classrooms. Some of these opportunities may be provided through CTSOs and student organizations such as Pro Start, Robotics and STARS. Our consortium has a long history of supporting these organizations as learning activities.

Our consortium will work with SCTCC's applied math teachers on implementing math-in-CTE areas. We plan to make this part of our articulation meeting agendas throughout the 2018-19 school year.

5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]

As part of our local area workforce center committees and area development corporations, we seek to implement professional development opportunities for counselors and teachers by offering tours at industry sites, using employer/employee panels, and career information data to educate our teachers on high-skills, high-wage, high-demand occupation areas. We will work with our districts to help facilitate the completion of their World's Best Workforce Plan.

We will continue to offer math and reading professional development to incorporate these areas in CTE curriculum. This will be achieved with cooperation of SCTCC faculty. We will use our negotiated targets as well as Accuplacer data to help determine areas of training.

We will support the Train the Trainer sessions for areas such as Introduction to Education and Health Care Core Curriculum. These sessions will help teachers create new course offerings and strengthen pathways.

Our consortium will continue to support professional development in CTE areas based on instructors needs, TSA results and input from advisory committees.

6. Describe assessment of core technical skills across high school and college that use valid (measures the content) that are reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]

Assessment of CTE skills across the high school and college is encouraged using formative and summative assessments. Technical Skills Assessments offer a clear link between secondary, post-secondary, and industry-required competencies. Next year, we will continue to support teachers through pre- and post- course measurements of students learning. SCTCC CTE programs continue to assess student performance using a variety of TSAs. **(Please see attached list.)** More work is needed to assist high school teachers on how to interpret TSA data effectively in order to make changes to course pedagogy. **(A comprehensive list of secondary TSAs is attached.)**

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)]

Members of the Great River Perkins Governing Board sit on a variety of area Workforce Center committees, which includes Career Solutions Youth Council, Memorandum of Understanding committee, English Language Learner Initiatives committee, and Adult Learner committees. Adult Basic Education initiatives include a partnership with Coleman Corporation. This initiative offers payment for learners to participate in industry safety modules for half a day and then the learners are employed for the other half of the day to put their knowledge to use. The plan is to follow this model in other areas industries for the coming year including Grede Foundations.

SCTCC-ABE Partnership Meeting took place on 01-24-18 at SCTCC. Discussions were around possible articulation, especially in entry-level math courses. Additional planning will include teacher union conversations regarding "zero hour" for CTE teachers to open CTE labs for adult training.

8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

Our districts are committed to partnering with area industries through teacher training and professional development activities. In turn, districts support area opportunities by encouraging student and family involvement in activities such as the Tour of Manufacturing, SCRUBS camps, Forecast your Future, etc. Additionally, future professional development will include Career Exploration structures at local employers in high-skill, high-wage, and high-demand occupational areas.

The Career Exploration event will be held in February 2019. It will be available for 2500 students for hands-on exploration of careers. We have an industry team in place who have toured the Brainerd Bridges Event, and they are prepping a multitude of contacts from the area to ensure that a broad range of careers and career fields are represented.

Our consortium hosts a Health Career Exploration Program, which allows students from 5 consortia schools to job shadowing in areas of healthcare, practice their interview skills through industry-lead mock interviews, and hear from weekly industry speakers. This initiative continues to grow as our industry leaders are concerned about their lack of workers. Our consortium will continue to support this initiative.

Advisory Committees represent all programs of study. Meetings are held to discuss course options, necessary hard and soft skills students need to know, and future career outlook.

9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].

The Great River Perkins Consortium funds the use of MCIS for districts who wish to utilize it as their college and career initiative. Through the World's Best Workforce Goal #4 of College and Career preparedness, MCIS meets the requirement for portfolio creation. We will continue to fund this platform as requested.

SCTCC has an advising center and students are required to meet with an advisor regularly. SCTCC also utilizes MCIS in their career center to assist with goal setting and career planning. They also use STARFISH, which can trigger the advising center for quick remediation for students who are identified as struggling by their instructors to catch student issues early.

10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

We will continue to support local graduation standards. CTE aims to provide assistance in the areas of math and reading through applied learning.

Career pathways and programs of study include graduation requirements and suggested rigorous academic classes for advancement in the pathway.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R3, R4, R10
Strategies	
Appropriate staff will attend Professional Development activities germane to their program area.	
CTE teachers will bolster their reading and math standards inherently in found in their CTE curriculum through curriculum writing and/or appropriate consortium-wide workshops to assist in improving negotiated targets.	
Outcomes	
Professional Development opportunities are available to all CTE teachers and faculty.	
Curriculum revision and development in line with program approvals.	
Professional Development specific to bring together college and secondary technical math and/or writing.	
Measures	
Secondary and Post secondary staff attend, document, and share the outcomes of their experience with appropriate audiences.	
Complete submission of program approval.	
Documented changes in curriculum.	
Documented supplemental technical math.	
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 Total	\$0.00
Secondary Required Activities	\$56,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$11,000.00
Secondary Reserve	\$0.00
Secondary Total	\$67,000.00
Total	\$67,000.00
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R2 , P4, P6, P11
Strategies	
Acquire CTE program equipment at the secondary and post-secondary level that meets industry standards with emphasis on current equipment.	
Outcomes	
Improved CTE programs through new equipment and technology that support POS.	
Students have a better understanding of quality and excellence in CTE programs, fields, and careers.	
Measures	
Maintain required post-secondary database of approved and purchased equipment.	
Students have opportunity to demonstrate their skills, compete with others, and bring attention to the value of CTE careers and POS.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$17,400.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$20,415.95
Post-Secondary Total	\$37,815.95
Secondary Required Activities	\$57,000.00
Secondary Permissible Activities	\$40,400.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$8,000.00
Secondary Total	\$105,400.00
Total	\$143,215.95
Goal 1 Objectives 3	
Required/Permissive Uses of Funds*	R2 , R5 , R8 , P1 , P6

Strategies	
Hold regular Advisory Committee Meetings representing all programs of study (see attached list).	
Support CTE activities including Tour of Manufacturing, SCRUBS Camp, Forecast Your Future, and the local community industry career fair to be held in Feb. 2019.	
Secondary and Post-secondary use of MCIS in the career center and/or career classes will be used to help with goal setting and career planning.	
Develop a regional career exploration event in partnership with SCSU and regional high schools.	
Outcomes	
CTE programs are strengthened, and attract new students into CTE fields. Regional high school students exposed to many CTE programs and POS.	
Measures	
1. Meeting agendas, number of students attending FYF, number of students utilizing MCIS in the career center and/or career classes. Number of high schools and employers participating; number of students attending the career exploration event.	
2. Number of students attending increase by 10%.	
Post-Secondary Required Activities	\$5,291.18
Post-Secondary Permissible Activities	\$10,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$15,291.18
Secondary Required Activities	\$28,600.00
Secondary Permissible Activities	\$5,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$22,112.77
Secondary Total	\$55,712.77
Total	\$71,003.95

Goal 1 Objectives 4

Required/Permissive Uses of Funds* R1

Strategies	
Post-secondary funding partially used to creat and support new Director of K-12 Initiatives position, which was need to better connect schools and students to all program areas, including CTE. Responsibilities include the oversight of dual credit programs CTE Articulated college credit, concurrent enrollment (called "Discovery Academy" at SCTCC), and PSEO.	
Outcomes	
Many more high school students will earn post-secondary credit as part of their regular high school program.	
Measures	
Number of partner high schools; number of credits successfully earned.	
10% more will earn credits.	
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 Total	\$10,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$10,000.00

Goal 1 Objectives 5

Required/Permissive Uses of Funds* R6

Strategies	
Post-secondary hosts an ABE class designed to improve adults' reading and writing skills at college level.	
Host 1-2 ABE-ESOL Partnership Meetings to discuss curriculum, outcomes, and ideas for partnering.	
Outcomes	
Adult students will be ready to succeed in college.	
Measures	
Number of ABE students who enroll at SCTCC increases by 10%.	

Post-Secondary Required Activities	\$6,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$6,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$6,000.00

Goal 1 Objectives 6

Required/Permissible Uses of Funds*	R11 , P2
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Strategies

Provide appropriate early college-credit opportunities through Discovery Academy.

Provide appropriate early college-credit opportunities through an approved Early-Middle College Program (called Panther Pathways to College).

Articulation meetings held between post-secondary faculty and high school teachers to maintain, improve, and create additional articulation agreements.

Adhere to college-ready standards who participate in any early college-credit opportunities; share expectations with secondary partners through communication and faculty mentors.

Support CTE Articulated College Credit opportunities through the approved website (CTEcreditMN.com).

Articulate entry-level CTE courses through the online Request for Articulation process, CTE Articulation Meetings, professional development, and individual school district requests.

Outcomes

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

Secondary and post-secondary instructors will review, improve, and articulate agreements in multiple career fields.

Measures

Meeting schedules, agendas, and Articulation agreements. Data entry completion in CTEcreditMN.com website.

Create baseline data and continue longitudinal data. Materials will be made available to all partners.

Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$3,500.00
Post-Secondary Admin Cost	\$1,752.17
Post-Secondary Reserve	\$2,650.00
Post-Secondary Total	\$12,902.17
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$22,902.17

Goal 1 Objectives 7

Required/Permissible Uses of Funds*	R3
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Strategies

SCTCC will host annual meeting with high school counselors with focus on CTE, student transfer, and work-based learning. A follow-up meeting will be offered if there is adequate interest.

Post-secondary funding will be provided to CTE faculty to participate in professional development activities. These may include (but not limited to) improving classroom instructional techniques, classroom management, faculty internships and "externships", and industry-related trainings.

Outcomes

Professional development opportunities are available to all CTE teachers and faculty.

Measures	
Both high school teachers and college faculty attend and share the outcomes with appropriate and relevant audiences.	
Post-Secondary Required Activities	\$7,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$7,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$7,000.00

Goal 1 Objectives 8

Required/Permissive Uses of Funds*	R1 , P14
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Strategies

Secondary and Post-secondary teachers and faculty will select, administer, and assess student performance using approved TSA's (see attached list).

Outcomes

All CTE students will show improvement in negotiated targets and in approved industry certifications.

Measures

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

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$5,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$15,000.00

Goal 1 Objectives 9

Required/Permissive Uses of Funds*	P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
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Strategies

Support, update, and share the Programs of Study website.

Fund the new initiative of a "Intro to Teaching" course for district 742; who receive a concurrent enrollment grant for free college credits for students.

Outcomes

Students, parents, teachers, faculty, and administration are involved in developing Programs of Study.

Measures

The POS website is updated and being used by schools, students, and employers.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$5,000.00
Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$8,400.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,400.00
Total	\$13,400.00

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R4
Strategies	
Discovery Academy Advisory Board meets twice per year and includes students, industry leaders, K-12 teachers, and SCTCC faculty and staff.	
14 advisory committees exist at SCTCC and provide feedback to a variety of CTE programs. Additionally, each secondary CTE program will conduct at least 2 advisory meetings each year, and we will continue to support these meetings.	
Post-secondary advisory committees and boards provide industry feedback that helps 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.	
Outcomes	
Industry leaders provide feedback to concurrent enrollment program.	
Increased support of CTE programs from local industry leaders.	
Measures	
Programs and services that are better aligned to industry standards as documented in advisory committee minutes.	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$8,518.35
Post-Secondary Total	\$8,518.35
Secondary Required Activities	\$2,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$10,518.35
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R1 , P1 , P8
Strategies	
SCTCC and SCTCC partner with industry to offer annual Scrubs Camp. Program exposes students grades 7-12 to health careers.	
SCTCC faculty and staff host and implement the state VEX robotics tournament each year.	
SCTCC hosts annual CareerOne camp in partnership with Workforce Center, serving students 14-17 and exposing them to CTE careers.	
Outcomes	
Participants will have a better understanding of educational and career options.	
Increased real-world, real-life experiences for students.	
Measures	
Post-secondary will see increased college or certificate model enrollment and completion to increase the numbers and improve the skills of the available workforce.	
Post-Secondary Required Activities	\$6,188.35
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$404.65
Post-Secondary Reserve	\$5,000.00
Post-Secondary Total	\$11,593.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$11,593.00
Goal 2 Objectives 3	

Required/Permissive Uses of Funds*	P17
Strategies	
SCTCC hosts an ABE class "College Reading and Writing" which serves 20 adult learners each academic year.	
GRPC partners with the Transportation Center of Excellence to bring the transportation trailer to area secondary schools.	
Outcomes	
Participants see the benefit of high school graduation and post-secondary education.	
Measures	
Number of participants.	
Post-Secondary Required Activities	\$1,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,500.00

Goal 2 Objectives 4	
Required/Permissive Uses of Funds*	R5 , R6 , P4
Strategies	
Secondary and post secondary will collaborate with industry to assist in CTE program growth and development. (Advisory boards and student organizations.)	
Provide support for students and staff to participate in local, state, regional, or national student organizations and CTE activities.	
Plan and support high school CTE students with campus/industry exploration opportunities.	
Outcomes	
CTE programs will incorporate all aspects of the industries in their programs.	
Strengthen CTE Programs.	
Measures	
CTE programs will develop and maintain advisory committee, document membership and participation.	
CTE programs will support student organizations, document members, and participation and share results of local, state, and regional competition. Student participation will increase by 10%.	
SCTCC will have 100 students participate in and complete summer camp programs.	
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 Total	\$0.00
Secondary Required Activities	\$18,000.00
Secondary Permissible Activities	\$37,459.04
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$55,459.04
Total	\$55,459.04

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 [Sec. 134 (b) (8 B.)]
4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1.

Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender.

Strategies include advocacy, counseling, and support for students who are not fully represented in career fields. Secondary and post-secondary staff continue to encourage non-traditional students and provide information materials, summer programming and connections with workforce centers.

While all students are encouraged to participate fully regardless of gender, ability, background, etc., we plan to seek input from nontraditional students in all programs of study that are underrepresented. This year, we created a reallocation 'mini grant' to generate (and possibly fund) ideas from CTE teachers in our consortium. We had creative ideas, and we plan to continue our allocation through creative suggestions to better serve all learners so that they feel as though each area of CTE is accessible and prepared for their success.

2.

Describe connections to local, regional and statewide initiatives that support special populations

SCTCC hosted a Diversity Fair in December, attracting around 100 participants from a variety of racial and socio-economic backgrounds. The day included information about admissions, a tour of SCTCC, and a student panel featuring current SCTCC students. The fair was free of charge and included both busing and lunch.

Ridgewater College hosts a transition fair for students who have IEPs. Consortium schools regularly attend so that students can learn about employment and options for independent living.

Special Education students have access to paid and/or non-paid work experience sites inside and outside the school environment. Job coaches are available in some areas for students who need support on the job.

District 742 has the CO2 program where students are supported throughout their day by special education teachers, paraprofessionals and specialists, as outlined in their IEPs. Students attending CO2 are learning skills that will expand their employment skills and improve their ability to access community resources. Similar programs are available throughout our consortium in member districts.

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!

District and college policies and statements are enacted regarding non-discrimination, here is an example of one:

<https://www.isd742.org/cms/lib/MN01909691/Centricity/domain/59/policies%20and%20procedures/section%20500/BOARD%20POLICY%20521.pdf>

3.

Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs

SCTCC adopted a flipped advising process where students provide 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.

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

GRPC allowed for mini-grant applications for CTE teachers in our consortium to think creatively about opportunities to increase nontraditional participation in CTE career fields.

4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.

SCTCC has a Disability Services department that provides a variety of services designed to help special populations succeed in their educational ambitions. These include interpreters, testing accommodations, alternative format textbooks, and notetaking services. The department employs an Academic Case Manager, as well as an Accommodations Specialist.

5. Describe how individuals in special populations will not be discriminated against based upon their status.

Students participating in special education options have individual case management through the special education department. Their IEP provides them access with or without modifications and accommodations to ANY CTE course.

6. Describe strategies to provide access to high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Our consortium will continue to focus on activities on high-wage, high-skill, and high-demand career fields. Working with the Workforce Center, Vocational Rehab Services and other area industry partners, GRPC will help facilitate apprenticeship, on the job training programs etc. for interested special population students.

7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

Consistent expectations for learners resides with the educational institutions and the CTE instructor. As a consortium, curricular plans are developed following the guidelines provided for program of study levels of assessment, the learning outcomes, including skills and knowledge expected for employees by business and industry. Accommodations provided will not lead to inconsistencies of expectations for learners.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R2
Strategies	
GRPCC supports the TechSaavy event, in partnership with AAUW. Program exposes STEM careers to girls grades 5-8.	
Outcomes	
Middle school girls will be exposed to excellent CTE and STEM career opportunities.	
Measures	
Number of middle school girls, and family members, who participate in the conference.	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R5 , R8
Strategies	
<p>Post-secondary diversity fair attracting 100+ interested participants.</p> <p>SCTCC's flipped advising process increases connection between advising and special populations.</p> <p>SCTCC offers a Disability Service department that includes interpreters, testing accommodations, alternative format textbooks, and notetaking services.</p> <p>SCTCC employs an Academic Case Manager, designed to help special populations success in college.</p> <p>SCTCC follows all Minnesota State, state, and federal guidelines that prohibit discrimination regardless of race, religion, sexual orientation, disability, and other characteristics.</p> <p>Partnering with English Learning programs to help students encounter technical careers through hands-on activities at both the secondary and post secondary levels.</p> <p>SCTCC's Center for Academic Success (CAS) will provide tutoring and teaching services for students who need extra help or who may be struggling in a particular class. CAS hires student tutors to help increase capacity.</p> <p>Starfish/Hobson is used by SCTCC to help identify students who are struggling, missing class, or achieving poor grades throughout the semester. Early interventions are then provided which help to improve retention and success.</p>	
Outcomes	
<p>Student from special populations will have increased opportunities for college and career planning and development.</p> <p>Students will experience increased retention, completion, and academic success.</p> <p>Students from special populations will receive training, referrals, information, and supports to help them succeed in CTE areas, and in their general college experience.</p> <p>No discrimination will be tolerated.</p> <p>Students will have better understanding of non-traditional career opportunities. Also increased awareness of local CTE programs.</p>	
Measures	
<p>Longitudinal case management data.</p> <p>In adherence to Minn State policy, all complaints are investigated immediately and brought to resolution.</p>	

Numbers of students participating in events, receiving tutoring and/or advising, and participating in full campus life.	
Post-Secondary Required Activities	\$55,907.94
Post-Secondary Permissible Activities	\$15,000.00
Post-Secondary Admin Cost	\$3,047.79
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$73,955.73
Secondary Required Activities	\$4,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,000.00
Total	\$77,955.73

Goal 3 Objectives 3

Required/Permissive Uses of Funds*	R7
Strategies	
SCTCC has created a new Director of Diversity position. Part of the role has been to create an on campus Diversity Committee.	
Outcomes	
SCTCC will become a more welcoming, accepting place one where access to programs and services is universal.	
Measures	
Members of the committees showing full college participation; meeting agendas; events and activities created on SCTCC campus.	
Post-Secondary Required Activities	\$1,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$1,000.00

Goal 3 Objectives 4

Required/Permissive Uses of Funds*	R5 , R8
Strategies	
Students who are on IEPs will be supported through career and college exposure and exploration through field trips, speakers, and career exploration activities.	
Safety training modules will be accessible for all students in work based learning courses including special population student groups.	
Outcomes	
All students will be exposed to rigorous career and college experiences.	
Measures	
Opportunities for college trips and career exploration events will be facilitated.	
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 Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

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]
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)]

1. Describe flexibility in scheduling and formats that provide access for students

The consortium acknowledges that flexibility in scheduling is important especially in classes that utilize lab equipment for hands-on experiences. CTE student organizations and clubs have a strong influence on student enrollment in their local schools and beyond. An identified strategy for strengthening these leadership opportunities is to schedule these at times not in direct conflict with other co-curricular activities. Additionally, embedding student organizations in the classroom will allow for scheduling flexibility as students will participate in CTSOs in the program approved course and not require as much outside the school day time. This will help make our courses Co-curricular activities.

We will support consortium schools through alternative scheduling models including, but not limited to, the use of online or hybrid option courses (through Odyssey or another similar platform), zero hour, alternative education models, etc.

2. Describe implementation of continuum of service provision relative to programs of study and early college credit.

SCTCC & GRPC will continue collaborating with multiple agencies and nonprofits to provide exposure and early credits options to students in CTE Programs of Study. The options will include Discovery Academy (SCTCC's concurrent enrollment program), CTE articulated credit, and Postsecondary Enrollment Options (PSEO). The goal is to grow Discovery Academy by 10%, articulated credit agreements by 5%, and PSEO by 3%.

The requirements for credentialing CTE faculty at the high school level has been a major challenge for the concurrent enrollment program. SCTCC and GRPC has recently created a Staff Development Plan that will ensure high school teachers reach credentialing standards by the 2022 deadline. This should help but not solve the issue. In 2018-19, the goal is to credential HS faculty for the purposes of concurrent enrollment in at least two additional area high schools.

SCTCC and GRPC are also partnering with District 742 to offer an Early-Middle College program. If approved by MDE, this project will allow about 10 ALC students to attend SCTCC starting in the fall. All students will take a Success in College course first, and will then branch out into their CTE field of choice. The plan is to serve 8-12 students during 2018-19, with at least 75% of participants successfully completing the Success in College Course.

GRPC continues to support CTEcreditMN.com for the FY19 school year. A training session will occur with next year's articulation meetings for appropriate teacher implementation. Meetings are tentatively scheduled for October 5, 2018, and October 26, 2018.

GRPC will continue partnerships with local trade and industry groups and organizations to help facilitate pathway opportunities for students to transition from high school directly to the workforce. These could include, but are not limited to internships, job shadowing, apprenticeships, etc.

3. Describe student services that enhance student transition

SCTCC offers TRIO Student Support Services, a federally-funded program that serves first-generation, income eligible, and students with disabilities who are enrolled at the college as degree-seeking individuals. Services include a tutoring center that's open Monday-Friday, help with financial aid, and referral to other services as needed by students.

The college also offers a course entitled INTS 1155-Student Success Seminar. The intent of the course is to acquaint students with higher education and assist them in reaching their educational objectives. Students demonstrate self-management skills and identify strategies and resources that can aid in their academic success, personal development, and goal identification and attainment. Students are empowered to take ownership and control of their academic and personal life outcomes.

4.
Describe transition of adult learners into the workforce

SCTCC and GRPC hosted its 30th annual Job Fair in March 2018, and will continue to do so in the future. The college also partnered with Times Media to offer the monthly Forecast Your Future (FYF) events. Each event focused on a particular CTE program area of the college including manufacturing, construction, and transportation careers. About 100 persons attended each event on average. Goals are to have 185 industry partners participate in the Job Fair, and 500-700 high school students participate in Forecast Your Future events.

5.
Describe Continuum of Service Provisions/Brokering with other consortia.

Secondary schools in GRPC 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.
Describe improvement of enrollment, retention, and completion for military veterans, underemployed, and unemployed adults.

SCTCC has a Veterans Resource Center on campus for additional support for military personnel. The VRC is a dedicated space for veterans, current service members and dependents to find information and resources on a variety of subjects, such as benefits, employment and community events. It provides a place for peer networking, studying or just relaxing in between classes.

SCTCC and GRPC has also supported the annual Tour of Manufacturing, which is hosted in collaboration with the Central Minnesota Manufacturing Association. Not only do the businesses give tours, they also promote job postings and accept job applications on the spot. Employees provide career guidance and information about the pathway being represented by each of the businesses. The GRPC goal is to have 1,500 people tour 6-8 businesses during the 2018 Tourof Manufacturing.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R5 , R6 , P8
Strategies	
Exposure opportunities to area business and trade organizations (unions) training facilities and/or industries will be supported.	
Outcomes	
All students will have exposure to careers in varying pathways regardless of ability.	
Measures	
Students have equal access to career exposure and planning	
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 Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$1,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,000.00
Total	\$2,000.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R2 , R8 , P10
Strategies	
GRPC and post-secondary will continue partnering with local agencies and non profits to provide exposure and early credit options to students in CTE Programs of Study. Options include concurrent enrollment (Discovery Academy), CTE articulated credit, traditional PSEO, and contracted PSEO.	
GRPC and post-secondary are partnering to offer an Early-Middle college program in 2018-19. About 5-10 students from local ALC will participate, and will have 14 pathway options.	
Outcomes	
SCTCC students will have great opportunities to earn college credits while still in high school.	
Measures	
The number of high schools and students participating; the number of college credits earned.	
Post-Secondary Required Activities	\$12,842.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$675.92
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$13,517.92
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$13,517.92
Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R5 , P15
Strategies	
SCTCC will utilize Peer Academic Mentors for incoming and continuing students. The program 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.	
Starfish/Hobson is used by SCTCC to help identify students who are struggling, missing class, or achieving poor grades throughout the semester. Early interventions are then provided which help to improve retention and success.	

Outcomes

Improved student retention and completion rates for students entering CTE programs.

Students will experience increased retention, completion, and academic success.

Measures

Improved fall to fall retention, and completion rates for students pursuing CTE program awards.

Post-Secondary Required Activities	\$52,854.64
Post-Secondary Permissible Activities	\$12,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$64,854.64
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$64,854.64

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]

1.

Describe self assessment of consortium systems and operations, including fiscal and administrations.

The 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. Four 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 number of school districts each coordinator is responsible for are: 1, 2, 7, and 13 schools. After a review of policies and procedures in the fall of 2017 the GRPC Governing Board added another layer of transparency and accountability by separating the duties of our consortium leader and fiscal host. All secondary expenditures are now approved by each coordinator, then approved by the consortium leader and then approved and paid by our fiscal host. All transactions are entered into a google spreadsheet and shared with all Governing Board members. All secondary expenditures and requests are discussed for approval at our monthly meeting.

The consortium continues to utilize data gathered from our TSA's, Target Indicators as well as information from DEED and our local advisory committees to make informed decisions that meet the needs of our stakeholders. All schools have a voice at the table through their respective coordinators.

2.

Describe the use of data for evaluation of student success and continuous program improvement

The GRPC Secondary Perkins Coordinators work with their respective school districts to monitor and evaluate local 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 programs of study planning.

3.

Describe shared responsibility among all partners for collaboration and accountability for success

We have a committed Advisory Board of high school administration who meet annually for reporting and feedback. Through meetings with area Superintendents, SCTCC has started to staff Scott Wallner as their Director of K-12 Initiatives. Working with leadership from multiple districts, productive partnership discussions continue for additional career and course exposure for all students in a effective, collaborative way.

4.

Describe collaborative budget development

The coordinators with the districts create a budget yearly based on 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.

Describe collaborative initiatives between the consortium and stakeholders.

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.

Our consortium includes a very diverse group of schools in terms of size, ethnicity, and socioeconomic 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. Furthermore, the governing board works extremely hard to focus on our smaller schools, helping them spend Perkins dollars in a way that is most efficient for their schools. This work is done by our Perkins coordinators working individually with each school. Our "Multiple Coordinator Structure" in the GRPC was created specifically to ensure that small schools and small programs has similar input in the consortium and the grant. Due to the fact that we do not have one person who holds the Perkins grant implementation as a full time job, we feel we seek input and make collaborative decisions wisely and accurately.

6.

Describe promotion of consortium CTE vision.

The group is working extremely well, and we will be continuing this process in FY 19.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R6 , R10 , P9-Support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education ? high skill, high wage, high demand
Strategies	
GRPC governing board members work collaboratively to develop a budget and plan that promotes and advances the cause of CTE students, programs, and resources in the most appropriate manner and providing information to member districts and other stakeholders.	
Professional activities that enhances CTE program planning, advancement and changes in industry needs, and/or allows for development of board member activities and responsibilities.	
Outcomes	
The coordinators meet at least monthly to facilitate the implementation of the grant, approve appropriate CTE expenditures, process information to and from MDE/MNSCU and member schools.	
Measures	
Expenditures match grant objectives and UFARS and ISRS reports.	
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 Total	\$2,500.00
Secondary Required Activities	\$48,000.00
Secondary Permissible Activities	\$5,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$53,000.00
Total	\$55,500.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R1 , R2 , R3, R4, R5 , R6 , R7 , R8 , R9 , R10 , R11
Strategies	
Post-secondary funding partially used to creat and support new Director of K-12 Initiatives position, which was need to better connect schools and students to all program areas, including CTE. Responsibilities include the oversight of dual credit programs CTE Articulated college credit, concurrent enrollment (called "Discovery Academy" at SCTCC), and PSEO.	
Outcomes	
Many more high school students will earn post-secondary credit as part of their regular high school program.	
Measures	
Number of partner high schools; number of credits successfully earned.	
Post-Secondary Required Activities	\$15,841.61
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$1,563.34
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$17,404.95
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$17,404.95
Goal 5 Objectives 3	
Required/Permissive Uses of Funds*	R6 , P15
Strategies	
The GRPC Perkins Coordinators will provide consortium wide coordination and collaboration with grant partners to administer our grant and achieve grant outcomes.	
Continue to use post-secondary data sources to evaluate student transition, retention, and success.	

Continue to collect and use relevant MDE data to improve programs of studies.

Outcomes

Accurate reports are submitted according to State timelines.

Data is used to evaluate student success and to promote continuous improvement.

Measures

Expenditures match grant objectives and UFARS and ISRS reports.

Data reports and planning strategies.

Post-Secondary Required Activities	\$2,203.44
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,203.44
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,203.44

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?*

Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$33,291.18	\$35,900.00	\$1,752.17	\$28,065.95	\$99,009.30	\$161,600.00	\$53,800.00	\$11,000.00	\$30,112.77	\$256,512.77	\$355,522.07

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$7,688.35	\$0.00	\$404.65	\$13,518.35	\$21,611.35	\$20,000.00	\$37,459.04	\$0.00	\$0.00	\$57,459.04	\$79,070.39

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$57,907.94	\$15,000.00	\$3,047.79	\$0.00	\$75,955.73	\$9,000.00	\$0.00	\$0.00	\$0.00	\$9,000.00	\$84,955.73

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$65,696.64	\$12,000.00	\$675.92	\$0.00	\$78,372.56	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$2,000.00	\$80,372.56

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$20,545.05	\$0.00	\$1,563.34	\$0.00	\$22,108.39	\$48,000.00	\$5,000.00	\$0.00	\$0.00	\$53,000.00	\$75,108.39

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal	\$185,129.16	\$62,900.00	\$7,443.87	\$41,584.30	\$297,057.33	\$239,600.00	\$97,259.04	\$11,000.00	\$30,112.77	\$377,971.81	\$675,029.14

Total	
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Secondary Supplemental Budget Sheet

Description	File Name	File Size
Loaded by Michelle K.	Great River (St. Cloud) FY18-19 Allocation.xlsx	53 KB
Loaded by Michelle K.	Great River (St. Cloud) FY18-19 Allocation.xlsx	53 KB
GRPC Secondary Budget Sheet	GreatRiverFY18-19Allocation Supplemental Budget Sheet.xlsx	55 KB
GRPC Secondary Budget Sheet	GreatRiverFY18-19Allocation Supplemental Budget Sheet.xlsx	55 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	\$15,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$10,000.00
Totals	\$25,000.00

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:* 10.0%

Coordinator Budget:* \$13,000.00

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 20.0%

Coordinator Budget:* \$20,000.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Nancy Sandeen	Teacher	421779	\$8,400.00	NS job description.doc
Megan Biggar	CTE Office Support		\$5,000.00	Class II 2016.doc
Leah Sams	CTE Coordinator	407668	\$10,000.00	Coordinator CTE Career College Community Readiness NonPublic 2016.doc
Steve Hammero	Coordinator	317752	\$4,000.00	SH_GRPSecondaryCoordinator_2018.doc
John Rasmussen	Secondary Perkins Coordinator	288343	\$12,000.00	GRPCSecondaryCoordinator_2018.doc
Lisa Stine	Financial Support		\$15,590.54	FinancialSupport.docx
Brian Koslofsky	WTC Director	380989	\$13,000.00	WTC Director JD.docx
Scott Wallner	Director of K-12 Initiatives	N/A	\$49,725.00	01062951 Director of K-12 initiatives SCTCC - Wallner.docx
Becky Thelen	K-12 Initiatives Assistant		\$11,567.72	Thelen, Rebecca JD.doc
Tom Garberick	CTE Enrollment Specialist		\$37,569.15	01116319 Garberick CTE Enrollment Specialist.doc
Kerby Plante	Director of Center for Academic Success (CAS)		\$18,331.95	Plante, Kerby JD.doc
Lisa Miller	Accommodations Specialist		\$24,283.65	01100154 Miller.doc
Jill Joachum	Financial Support		\$4,598.57	Joachum, Jill JD.doc
			\$214,066.58	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might	Further Information
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							contribute to this gap:	
1S1 ? Academic Attainment in Reading/ Language Arts	<p>It is very difficult to mandate specific steps that all districts must partake to enhance reading and language arts attainment as Minnesota is a local control state. However, our governing board will encourage additional technical reading and vocabulary within their CTE content courses. Our GRPC governing board will continue to participation and be aware of district literacy plans and WBWF plans to ensure infusion of CTE courses that bolster technical writing and reading.</p> <p>All students who participate in CTE courses in our consortium will receive industry-specific reading strategies through technical reading and writing.</p> <p>We will encourage the use of Carl Perkins funds for professional development time and/or curriculum writing to incorporate program specific technical reading and writing with a strong suggestion for a pre- and post- formative assessment. We will watch model schools closely for data trend changes.</p>	Funds for curriculum writing and/or training. Districts may request technical assistance for teacher training.	FY 19 school year	Leah Sams	We will examine MCA scores for our local districts. We will also strongly encourage pre- and post- formative assessments.			<p>All districts are working towards reading and language arts success for all learners. Specifically for our plan, we will communicate with CTE teachers regarding our consortium's current performance and methods as to furthering student success.</p> <p>All students who participate in CTE courses receive technical reading and writing instruction, in which our plan will strengthen with best practice methods.</p>
3P1 ? Student retention or transfer	SCTCC has seen a sizeable turnover in staff the past two years, as well as many new staff coming on board. The Director of K-12 Initiatives is a new position that was created July 2017, and the current director has been on board for almost a full year. As a college, SCTCC will research some potential causes for this 3P1 performance shortfall. We will engage a variety of audiences including students, faculty, staff, and administration in addressing these issues. The college will be resurrecting a dean-led Retention Committee that will involve faculty, staff, and administration from departments throughout the college. We will utilize Minnesota State CTE staff for technical assistance moving forward.	Funding for additional student mentors, student help (in CAS), and professional development. Additional resources for materials, meetings, and communication. Funding for Hobson? s/Starfish to help manage and oversee student advising, retention, and completion.	2018-19 academic year	Director of K-12 Initiatives, CTE Faculty, Student Support Manager-Disability Services, Accommodations Specialist, Marketing Department, Academic and Student Affairs Administration, Student, Staff and Faculty advisors	SCTCC will monitor student success data found in EPM-11 and ISRS, along with reports produced by the Hobson's/Starfish program. The college will also use SCTCC's Strategic Framework Performance Measures provided by Minnesota State (see Attachments).			The Minnesota State Framework Metrics, which includes 21 institution-level metrics, will be utilized to inform strategies moving forward.

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: *	61.66
Actual Performance: *	51.82
General strategies planned to improve performance:	
We will continue to work with local school districts on their district literacy and WBWF plans to ensure integration of academic and CTE coursework so that it aligns with literacy goals.	
One initiative being used is through industry specific vocabulary in our CTE courses through word walls and differentiation of instruction to help remediate students who are struggling in reading.	

We are working with CTE teachers across the consortium on bolstering and/or utilizing formative assessments in reading within their instructional units in the CTE courses.

Application of reading and language arts will be utilized in all parts of CTE courses to prepare students for employment.

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:* 1S2 ? Academic Attainment in Math

Negotiated Performance: * 51.53

Actual Performance: * 47.30

General strategies planned to improve performance:

Due to the fact that Minnesota is a local control state, we cannot require specific implementation of curriculum in any course, however, we will work with districts as a partner of their local literacy and WBWF plans.

SCTCC has proposed a math workshop for local CTE teachers to aid them in bolstering the math inherently found in each CTE course. The emphasis will be on creating a 'bridge' between technical math and traditional math terms. Our expected outcomes will include ready-made lessons that emphasizes math performance attainment for students.

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:* 3P1 ? Student retention or transfer

Negotiated Performance: * 32.00

Actual Performance: * 23.93

General strategies planned to improve performance:

SCTCC has improved a number of campus services in the effort to improve student retention, especially among first-year students. These include faculty engagement, flipped academic advising, additional student support for the Center for Academic Success (CAS), peer mentoring, and student support services.

Faculty inservice days on August 22-23, 2018 and January 10, 2019 will include sessions around faculty engagement and student retention strategies.

Additional student support will be hired to help in the CAS and to serve as peer mentors.

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:* 4P1 ? Student placement

Negotiated Performance: * 93.50

Actual Performance: * 92.26

General strategies planned to improve performance:

SCTCC is in the process of installing informational monitors throughout the campus. SCTCC's Career Center will use the monitor system to promote job opportunities throughout the Central Minnesota region (and beyond). Technology, such as Facebook and Twitter, will be used to better promote available jobs to current CTE students and graduates. The college will host a sizeable job fair in March 2019.

Comments or context for actual performance (optional):

Improvement Report 5

Indicator Not Met:* 6S1 ? Nontraditional participation

Negotiated Performance: * 38.00

Actual Performance: * 37.24

General strategies planned to improve performance:

The GRPC governing board offered a 'mini grant' using reallocation funds, soliciting unique and inventive ideas from teachers that will aid in our nontraditional participation. This year, one of our teachers from district 742 received finances for his ideas to entice more females to join the welding/manufacturing courses. Through appealing projects, displaying of student work, bringing in females who work in the industry, and career awareness, we hope to bring awareness of this career pathway to students who may not otherwise register for this course.

Comments or context for actual performance (optional):

Rigorous Program of Study

State-Approved Rigorous Program of Study	RPOS submitted with 10 components
Manufacturing Production Process Development	RPOSManufacturingProductionProcessDevelopment.pdf

Programs of Study

Career Fields	Career Clusters	Career Pathway	State-Approved Secondary Assessments	Other Secondary Assessment (if not listed in the state-approved dropdown list)	State-Approved Postsecondary Assessments	Other Postsecondary Assessment (if not listed in the state-approved dropdown list)	At which High School? College?	In which course (use course code) or at what time in the program?	In which CTE Program?
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	National Restaurant Association Prostart Certificate of Achievement				Sauk Rapids-Rice High School	Advanced Culinary Concentrators	
Business, Management, & Administration	Marketing	Marketing Management	MBA Research Assessment, POS: Standard Marketing (3-credit)				Sauk Rapids-Rice High School	Advanced Marketing	
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance	National Occupational Competency Testing Institute Automotive Technician - Core		Automotive Service Technology Auto Maintenance and Light Repair		Discovery Academy; Wright Tech Center; SCTCC		
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction				NCCER exam	Wright Tech Center; SCTCC		
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	Project Lead The Way Principles of Engineering				St. Cloud School District; Wright Tech Center		
Health Science Technology	Health Science	Therapeutics Services	National Occupational Competency Testing Institute Nursing Assisting		National Occupational Competency Testing Institute Nursing Assisting		Wright Tech Center; SCTCC		
Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Services	National Occupational Competency Testing Institute Introduction to Criminal Justice - Minnesota				Wright Tech Center		
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development	National Occupational Competency Testing Institute Welding				Wright Tech Center; SCTCC		
Business, Management, & Administration	Finance	Accounting					St. Cloud Technical & Community College	end of program prep for final exam	Accounting AAS
Arts, Communication, & Information Systems	Information Technology	Network Systems					St. Cloud Technical & Community College	end of program prep for final exam	Network Systems
Health Science Technology	Health Science	Therapeutics Services					St. Cloud Technical & Community College	end of program prep for final exam	Dental Assisting
Health Science Technology	Health Science	Therapeutics Services					St. Cloud Technical & Community College	end of program prep for final exam	Dental Hygiene
Health Science Technology	Health Science	Therapeutics Services					St. Cloud Technical & Community College	end of program prep for final exam	Surgical Technology
Health Science Technology	Health Science	Therapeutics Services					St. Cloud Technical & Community College	end of program prep for final exam	Nursing Mobility
Health Science Technology	Health Science	Therapeutics Services					St. Cloud Technical & Community College	end of program prep for final exam	Practical Nursing
Health Science Technology	Health Science	Diagnostic Services					St. Cloud Technical & Community College	end of program prep for final exam	Cardiovascular Technology
Health Science Technology	Health Science	Diagnostic Services				NREM Practical and CBT Exams	St. Cloud Technical & Community College	end of program prep for final exam	Paramedicine
Health Science Technology	Health Science	Diagnostic Services					St. Cloud Technical & Community College	end of program prep for final exam	Diagnostic Sonography
Human	Human	Early Childhood					St. Cloud	end of program	Early Childhood

Services	Services	Development and Services					Technical & Community College	prep for final exam	Development and Services
Engineering, Manufacturing, & Technology	Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance					St. Cloud Technical & Community College	end of program prep for final exam	Medium Heavy Truck
Business, Management, & Administration	Business, Management, and Administration	Administrative Support					St. Cloud Technical & Community College	end of program prep for final exam	Administrative Support
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction					St. Cloud Technical & Community College	end of program prep for final exam	Energy Specialist
Engineering, Manufacturing, & Technology	Manufacturing	Manufacturing Production Process Development				Edison Elec Institute: POSS, MASS	St. Cloud Technical & Community College	end of program prep for final exam	Instrumentation Technology
Engineering, Manufacturing, & Technology	Manufacturing	Production					St. Cloud Technical & Community College	end of program prep for final exam	Machine Tool Technology
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services					St. Cloud Technical & Community College	end of program prep for final exam	Culinary Arts
Business, Management, & Administration	Marketing	Merchandising					St. Cloud Technical & Community College	end of program prep for final exam	Sales and Management AAS
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction					St. Cloud Technical & Community College	end of program prep for final exam	Electrical Construction Tech
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction					St. Cloud Technical & Community College	end of program prep for final exam	Plumbing
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction					St. Cloud Technical & Community College	end of program prep for final exam	Water Environment Technology
Human Services	Education and Training	Teaching/Training					St. Cloud Technical & Community College	end of program prep for final exam	Paraprofessional Educator
Arts, Communication, & Information Systems	Information Technology	Programming and Software Development					St. Cloud Technical & Community College	end of program prep for final exam	Computer Programmer
Health Science Technology	Health Science	Health Informatics					St. Cloud Technical & Community College	end of program prep for final exam	Health Information Technology

Statement of Assurances & Certifications

Description

26 school districts plus one post secondary assurances attached.

File Name

Assurances.pdf

File Size

15.4 MB

Attachments

Description	File Name	File Size
Milaca District WBWF Plan	17-18 Milaca WBWF Plan.pdf	306 KB
Milaca District WBWF Plan	17-18 Milaca WBWF Plan.pdf	306 KB
St. Cloud Career Solutions Youth Council Agenda	180410-YC-Draft-Agenda-Packet.pdf	3.7 MB
St. Cloud Career Solutions Youth Council Agenda	180410-YC-Draft-Agenda-Packet.pdf	3.7 MB
St. Cloud Career Solutions MOU Sample Agenda	180419 MOU Agenda Packet.pdf	425 KB
St. Cloud Career Solutions MOU Sample Agenda	180419 MOU Agenda Packet.pdf	425 KB
St. Cloud Career Solutions (Workforce Center) Local Plan	2018-2019-SBETC-Local-Plan-with-revision-04-2018-Clean.pdf	942 KB
St. Cloud Career Solutions MOU Local Plan	2018-2019-SBETC-Local-Plan-with-revision-04-2018-Clean.pdf	942 KB
St. Cloud Career Solutions (Workforce Center) Local Plan	2018-2019-SBETC-Local-Plan-with-revision-04-2018-Clean.pdf	942 KB
St. Cloud Career Solutions MOU Local Plan	2018-2019-SBETC-Local-Plan-with-revision-04-2018-Clean.pdf	942 KB
30th Annual SCTCC Job Fair	2018jobfairprogram.pdf	502 KB
30th Annual SCTCC Job Fair	2018jobfairprogram.pdf	502 KB
SCTCC Health Sciences Agenda	Agenda_HealthSciences_11-17-17.docx	99 KB
SCTCC Health Sciences Agenda	Agenda_HealthSciences_11-17-17.docx	99 KB
WTC Apprenticeship Options	Apprenticeships.pdf	67 KB
WTC Apprenticeship Options	Apprenticeships.pdf	67 KB
SCTCC Articulation Meeting Agenda	Articulation Meeting 12.01.2017.docx	105 KB
SCTCC Articulation Meeting Agenda	Articulation Meeting 12.01.2017.docx	105 KB
Sample TSA results/data	ASE - Student Certification Results - Spring 2017.pdf	109 KB
Sample TSA results/data	ASE - Student Certification Results - Spring 2017.pdf	109 KB
SCTCC and Secondary Counselor Meeting Agenda	Counselor Agenda 01.25.2018.docx	136 KB
SCTCC and Secondary Counselor Meeting Agenda	Counselor Agenda 01.25.2018.docx	136 KB
SCTCC and Secondary Counselor Fall Meeting Agenda	Counselor Agenda 11.08.2018.docx	18 KB
SCTCC and Secondary Counselor Fall Meeting Agenda	Counselor Agenda 11.08.2018.docx	18 KB
SCTCC Advisory Meeting Agenda	Discovery Academy Advisory Agenda.pdf	134 KB
SCTCC Advisory Meeting Agenda	Discovery Academy Advisory Agenda.pdf	134 KB
SCTCC Diversity Fair poster	Diversity-fair-poster-2017.pdf	155 KB
SCTCC Diversity Fair poster	Diversity-fair-poster-2017.pdf	155 KB
Partner for Student Success Info	General PFSS Brochure.pdf	397 KB
Partner for Student Success Info	General PFSS Brochure.pdf	397 KB
Milaca District Literacy Plan	Milaca Literacy Plan.docx	4.6 MB
Milaca District Literacy Plan	Milaca Literacy Plan.docx	4.6 MB
Partner for Student Success Collaboration example	PFSS Goal 3 Flyer fnl.docx	1.0 MB
Partner for Student Success Collaboration example	PFSS Goal 3 Flyer fnl.docx	1.0 MB
SCTCC Articulation Agreements	SCTCC Articulation Agreements.1.pdf	89 KB
SCTCC Articulation Agreements	SCTCC Articulation Agreements.1.pdf	89 KB
SCTCC Articulation Agreements #2	SCTCC Articulation Agreements.2.pdf	73 KB
SCTCC Articulation Agreements #2	SCTCC Articulation Agreements.2.pdf	73 KB
SCTCC Strategic Framework Performance Measures	St. Cloud Technical and Community College SPM Report.pdf	1.2 MB
SCTCC Strategic Framework Performance Measures	St. Cloud Technical and Community College SPM Report.pdf	1.2 MB
SCTCC Technical Skills Assessment List	Technical Skills Assessment for Perkins.docx	14 KB
SCTCC Technical Skills Assessment List	Technical Skills Assessment for Perkins.docx	14 KB

Wright Tech Center Articulation Options	WTC Articulation Guide - All Programs.pdf	901 KB
Wright Tech Center Articulation Options	WTC Articulation Guide - All Programs.pdf	901 KB
District 742 Youthbuild annual report	YouthBuild Annual Report_2017.pdf	2.5 MB
District 742 Youthbuild annual report	YouthBuild Annual Report_2017.pdf	2.5 MB

