

Great River Perkins Consortium
FY22 APR
Submitted: 10.11.22

1. For the programs of study funded by Perkins in your approved local application, address the following for the reporting year (July 2021-June 2022):

* Were projects implemented as planned or did they need to be revised? If Perkins funding was not used as planned in the consortium's local application, explain what changes were made. What drove the change?

Part of the GRPC plans was to help support, both with Perkins funds and in-kind donations of physical space and faculty/staff time, the EPIC Career Exploration day held at SCTCC in the Spring. Unfortunately, due to the resurgence of COVID, the EPIC Career Exploration day was unable to be held. However, a smaller scale, EPIC for Influencers, event was organized and held in its place. This event invited student influencers, parents, guardians, grandparents, mentors or other who might influence the student's career goals, to meet with various CTE industry representatives to discuss:

- Types of careers within that area
- Job prospects
- Earnings and benefits
- Job growth
- What a typical day looks like in that career

Feedback received from industry and participants was extremely positive and will be added as a post-EPIC Career Day moving forward.

Due to COVID we decided to not host the annual Articulated College Credit meetings. SCTCC continued partnerships with multiple school districts to offer CTE related concurrent enrollment courses in welding, automotives, manufacturing and nursing assistant. SCTCC submitted and was awarded NACEP (National Alliance of Concurrent Enrollment Partnerships) Accreditation.

SCTCC students, including some Discovery Academy (concurrent enrollment) continued to participate in SkillsUSA competitions.

We continue to support equipment upgrades in our State Approved POS. Equipment purchases were based on requests from member districts which aligned with our CLNA and grant application.

Some of the budgeted travel and in-person expenses did not occur last year and that money was redirected towards the purchase of equipment and materials for POS.

* What accomplishments/outcomes resulted from this spending? What evidence do you have to support this? Include any relevant accomplishments on the following topics:

o Collaboration with stakeholders

Supporting EPIC Career Exploration Day and EPIC for Influencers has strengthened relationships between SCTCC, area school districts and industries.

SCTCC's work with local manufacturing company, Coldspring, to host the Discovery Academy manufacturing courses has strengthened the relationship with that company but also has brought

concurrent enrollment offerings in manufacturing to multiple school districts that would not have been able to afford offering the courses at their high schools. The same can be said with the automotives offerings at Apollo (ISD 742) high school.

We recognized opportunities to redirect unused funds to bring equipment in two of our Discovery Academy programs (Coldspring and Apollo) up to industry standards.

As part of our CLNA process we created and distributed a career interest survey for students in the consortium. We then used this data to help evaluate the size, scope and quality of our POS. This was a great way to get real time information from current students as to what careers they are interested in.

Each of our consortium schools maintains and hosts Industry Advisory Councils. One advisory council that has taken roots this year is with District 742. Their Employer Advisory Council represents each area of the career wheel, and provides guidance on CTE-specific courses, but also on the multiple pathway opportunities that students are able to explore, starting in middle school. Last school year, the group focused on 5 main areas: expansion of industry certifications, work-based learning opportunities, college credit opportunities, employability skills, and employer engagement in classrooms.

- o Integrating academic and technical skills into CTE courses and programs

The students in the Discovery Academy Autos program at Apollo High School not only attended but excelled at the SkillsUSA competition. Several SCTCC students took part in the statewide SkillsUSA State Leadership and Skills Conference, two of which moved on to represent SCTCC at the national level. Members of the SCTCC DECA CTSO participated in the Collegiate DECA International Career Development Conference.

Send students to local, regional, and national competitions. All of these CTSO opportunities and competitive events help integrate academic and technical skills.

District 742 pilots Financial and Analytical Algebra 2, planning was completed for Geometry in Construction Design for implementation 22-23 school year.

- o Providing greater access to CTE programs for special populations students

SCTCC's work with local manufacturing company, Coldspring, to host the Discovery Academy manufacturing courses has strengthened the relationship with that company but also has brought concurrent enrollment offerings in manufacturing to multiple school districts that would not have been able to afford offering the courses at their high schools. The same can be said with the automotives offerings at Apollo (ISD 742) high school.

GRPC sponsored a CTE teacher workshop over the summer to enhance Tier 1 and Tier 2 and OFP licensed teacher's knowledge about CTE. This, in turn, provided access to CTE through teacher education and receiving appropriate licensure.

By nature of supporting student organizations, we reduce the cost and increase the accessibility of regional, state, and national competitions for CTE students in these programs.

- o Expanding access to postsecondary credit for secondary students

Through achieving NACEP accreditation SCTCC can now strategically grow their concurrent enrollment programming.

SCTCC does not have a strong offering of agricultural programs, thus leading the GRPC to work towards brokering with another post-secondary institution to support the POS in Agriculture.

In an effort to expand the opportunities for GRPC consortium students the consortium joined the College High School Partnership with the metro area. We are continuing to work to finalize a brokering agreement with CLC that will support our POS in the area of agriculture.

- o Advances in recruitment, retention, and training of teachers and other education professionals
A Professional Development workshop was provided to teachers who are new in CTE. This workshop detailed the philosophy of Career and Technical Education. It brought clarity to Tiered licensure for CTE, including the non-traditional routes for those seeking licenses in this area. CTE levy funds, program approvals, Perkins funding, employer engagement, and other topics were described.

Continuing to support teacher and faculty involvement and attendance at student organization activities as each CTSO has valuable information for new and veteran instructors.

- o Changes to your consortium structure or processes

We realigned our consortium process and policies through partnership with MDE staff a couple years ago. Therefore, we felt no change was needed at this time.

1. For Reserve funding, what projects were completed or accomplishments achieved during the reporting year? If Reserve funding was not used as planned in the application, explain what changes were made. What drove the change?

We continue to use our Mini Grant process to allow stakeholders to apply for funding that was supported by our CLNA and related to our POS. We believe our mini grant process ensures that our smaller rural schools have the ability to request equipment upgrades and professional development that align with our grant application.

Rural school funding for retention

We also funded mini grant proposals for in demand career fields, examples: business, culinary, welding, manufacturing.

Holdenford, McKinley ALC and Royalton successfully submitted mini grant applications for welders, which aligns with our state approved programs of study and CLNA findings and suggestions.

For the most part post-secondary (SCTCC) was able to use reserve funding as planned. For example, we were able to host the NitroX (RC Car) camp at SCTCC and partner with SCSU for the Scrubs Camp. Part of the reserve funds were identified for stipends for session leaders for each of those camps.

SCTCC implemented Focus2Career, which guides our students through a reliable, intuitive career and education decision making model to help them select a major, explore occupations, make informed career decisions and take action in their career development.

Contracting with RealTime Talent on assistance with our CLNA. NACEP and MnCEP memberships for SCTCC. Costs associated with accreditation of our Discovery Academy (concurrent enrollment) program.

Due to COVID we were unable to host various meetings and attend conferences so the funds originally identified for those activities were redirected to the purchase of industry standard equipment. For example:

a symmetrical lift for the Discovery Academy automotive program

Infusomat space pump kit for our nursing programs

Non-consumable lab supplies for the Discovery Academy Nursing Assistant labs (i.e. dentures, bath blankets)

2. Work-based learning: What activities did the consortium complete during the reporting year to expand access to work experiences in excess of 40 hours to secondary students? What were the results?

Professional Development for CTE teachers to expand their understanding of work based learning and move them towards a work based learning endorsement. The workshops were held in the Spring 2022 results should be evident in school years to follow.

We have funded the creation and expansion of school stores for real-world skill implementation. With support from Perkins, these schools enhanced their student-run school stores with industry relevant equipment, which allows for in-person and online school stores, which operate inside and outside normal school hours, which allows students to work inside- and outside- the school day.

3. What initiatives or projects are you especially proud of within the reporting year? What do you consider most successful? Why?

Our continued support and expansion of EPIC (Exploring Potential Interests and Careers) Career Day at SCTCC that is ran by community and industry representatives.

Our ability to upgrade to industry standard equipment in the fields of agriculture and manufacturing career fields (add specific examples here.)

We continue to support student organizations, and we are proud of the numerous state and national winners that resulted from that support.

Our professional development, especially in the area of core CTE competencies.

4. What challenges did you encounter when implementing your local plan during the reporting year? How did you respond to them?

COVID once again put a damper on our planning in that we weren't able to offer numerous meetings and events that we had planned. We learned to pivot and reevaluate where to spend those funds. EPIC for Influencers was held as a response to having to cancel the much larger EPIC Career Exploration Day event. Some of the funds were used instead to purchase equipment.

5. How can State staff (Minnesota State, MDE) best help you meet the goals of your plan?

We are open to suggestions, and we appreciate specific collaboration and support from State staff. We look forward to timelines that can be anticipated in advance as well as detailed questions so that we can offer the best, most specific answers.