

FY19 PERKINS GRANT APPLICATION

ANNUAL PERFORMANCE REPORT

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

Consortium Name: South Central

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Submitted Date: 10/9/2019

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

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

Perkins Secondary supported the following activities:

New Ulm CTE Magazine - this is a newly created marketing piece for the District to share with students, families, community members, local business and industry to create awareness and excitement around CTE.

New Ulm Teacher in the Workplace Internships - Five CTE teachers took the opportunity to learn from local businesses current trends, job opportunities, job requirements and plan to pull what they learned into their curriculum during the 2019-20 school year.

CRAVE: Culinary Arts Regional Venue in Education - this is a new event to our region. In the first year, CRAVE provided hands-on culinary experiences to just over 80 students from three local Districts. Some of these students also participated in a variety of competitions: knife skills, napkin folding, culinary, cake decorating, and menu planning. Districts were provided transportation and sub support. The event space was also supported by Perkins Secondary.

SCRUBS Camp: Three days of interactive healthcare demonstrations at local colleges and universities, clinics and long term care facilities. Transportation dollars were provided to transport students to each of the partner sites.

Dig It Education Day: Transportation funding was made available to our participating districts for this event. Students have access to a wide variety of trades through hands on activities. This is a new event to the Consortium. Three districts participated serving approximately 600 students in grades 8-12.

Career Navigator: Transportation, sub support, and coordination of these events. Twenty-five school districts participated in this one-day experience where students have exposure to all six career fields. These are 9th grade students just starting their journey into....what's next?

Tour of Manufacturing: Sub support was provided to districts which allowed CTE teachers to tour local manufacturing companies with their students. This is a great way for teachers to help students identify that what they're learning in the classroom is relevant in the "real" world. We had 625 students participate from 20 high schools and 18 manufacturing firms.

Career Expo: 10th grade career exploration. This year Perkins Secondary supported the event with Career Wheel signage. This was an easy way to show students where specific careers fit into each of the Career Fields. Just over 1500 10th grade students participated from 16 schools.

Trades Training Center Tours: Sub support was available for our CTE teachers attending the Trades Training Centers in St. Paul and Lino Lakes. This was a great opportunity, provided by our local labor partners, for teachers to learn more about opportunities in the trades for their students.

St. Peter Transportation to Kerfoot Canopy - Entrepreneur Class: This opportunity provided students with a real world project tied back to their entrepreneur class. They were able to create ideas and pitch them to Kerfoot Canopy to potentially use in their business.

St. Peter Manufacturing Summer Experience: Teacher led industry tours that provided specific classroom activities and experiences. This also provided great industry connections for the 2019-20 school year.

Partners In Career Exploration (PICE): Interns from the Student Counseling Program at Minnesota State University – Mankato provide career exploration and career counseling assistance to students through one-on-one advising and classroom presentations one day per week throughout the school year. For the 2018-19 school year, 4 interns were placed and 1,108 students were served in these schools: Madelia, Sibley East, St. Peter and Tri-City United.

MCIS for Career Exploration: Districts continue to use MCIS for career exploration activities.

Seamless WBL Pilot: St. Peter, TCU, LSH, Mankato. Seamless WBL is a system that will be used to keep business and industry contact information organized and used as a reporting tool for districts to show their WBL activities and initiatives.

After a year of needs assessment that was conducted in our region in 2015-16, it was determined that an increase in early career pathway exposure and education to students, staff, and parents was needed. The Career Navigator Program, which was implemented during the 2016-17 school year, intentionally exposed ALL 9th grade students to ALL 6 career fields to ensure they understood all fields were open to all students. Guest speakers provided content related to area economics, job growth, and opportunities for all students being wide open regardless of race, gender, socio-economic status, etc. In addition, school counselors facilitated pre-day activities including a survey of interest and a post-day wrap up discussion using a career plan workbook. This year's Navigator welcomed the Mankato District which increased our student numbers by 700 students!

In 2016, SCC joined nc3 (National Coalition of Certification Centers) in the national event of National Technical Program Letter of Intent Signing Day for students planning to enter a Technical Program at South Central College. Just like an NCAA collegiate athletic signing, we honored their decision to enter a high-demand technical field. At the event, they had the opportunity to ink their intentions to attend SCC by signing a letter of intent. Our event in February 2019 recognized students choosing to enter a technical program and scholarships were awarded.

SCC North Mankato and Faribault campus hosted over 700 students in the 2018-2019 school year in large group tours. Students and teachers grades 7-12 attended campus for a tour of campus.

March of each year South Central College hosts a Career Exploration Day for 12+ rural area high schools that bring their 10th or 11th graders. The students pre-select four career pathways prior to attending. Students then have an opportunity to hear from four of over 150 area industry experts about the specifics of that industry. If it wasn't for this collaborative effort, the counselors at the rural schools have shared that they would not be able to expose their students to so many diverse career opportunities. March 5, 2019 SCC hosted 1,000+ students for this event.

For students interested in the Entrepreneurship or Business field, the Junior Achievement Business Challenge, JA Titan, was held in November and scheduled for March (cancelled due to weather). In November, 200 students (200 more were expected in March) were challenged to apply their knowledge of business as they competed online in the highly competitive industry of the fictional Holo-Generator. They entered decisions about price, production, marketing, capital investment, and research and development. The impact of their decisions led to the success or failure of each Holo-Generator company.

Made in Faribault: hosted October 16, 2018 brought 90+ students to SCC Faribault campus to tour the Manufacturing program labs and students then visited two different industries for a tour of their facilities. Traditionally, this event was only open to Faribault District students. Through collaboration with the Chamber and SCC, this year 6 more schools from the area were invited to join the October 2019 event.

Ag Symposium – February 2019 Students participated in the “New Tools for New Rules” conference to learn about the needs of the modern ag producer.

FFA - November and March FFA meetings and competitions held on the North Mankato SCC campus.

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

Perkins Secondary strives to provide relevant business and industry exposure for students in grades 9-12. We try to create as many regional opportunities as possible to be able to provide experiences for ALL students. However, there has been a strong desire to try and create local opportunities for our Districts to create a sense of awareness in local communities.

Through the work of the Innovation Zone Districts, our business educators have been working on creating shared programming which would allow for greater participation in more than just one class in a pathway. For example, if there are several Districts with low enrollment in Payroll Accounting, how can we create a ‘regional’ class made up of multiple districts to provide a true pathway.

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

Our Career Navigator program has been a story of success on how the college is collaborating with area high schools. In the past we have missed the opportunity of our largest districts in our college communities bringing students to campus. With Navigator all but two districts for FY19 planned to bring all 9th graders to campus. The heavy winter storms, causing many snow days for school districts, limited some districts from participating this year.

Work in this region will continue within each of our POS activities. Each year we ask for feedback from participating districts, students and industry partners. Changes and updates are made to reflect the feedback in order to strengthen the activity and to continue to provide opportunities for our students.

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

The work being done by the Innovation Zone will continue to be developed through this school year. The next phase of the project will be to add a Trade & Industry teacher focus group to identify if there are ways to share programming between districts.

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

QUESTION: Did your consortium:

- expand the use of technology in CTE programs?
- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

YES: MAAE Summer Conference, NAAE Conference, CTE Works Summit, Counselor Day of Training, CAPS Summer Huddle, Communities of Practice: Counselors, Work-Based Learning, Family Consumer Science, Articulation Meetings, Program Approval Workshops, Jobs For the Future Pathways to Prosperity Network Institute

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

YES: We continue to work on expanding and improving our Health Science Academy, Information Technology Academy and our Manufacturing Academy. Work last year included streamlining orientation to include industry partners and parents, creating a summer experience for our Manufacturing students in the St. Peter District, and course development work for the IT Academy. Students earn college credit through Concurrent Enrollment and summer 2019 we submitted our application for NACEP accreditation to continue offering college credit.

- use Perkins funds to support CTE programs that offer experience in and understanding of, all aspects of an industry for which students are preparing to enter?

YES: Perkins Secondary provided funding for the St. Peter District to run a summer manufacturing experience which provided a first hand look at local manufacturing companies and how what they are doing is tied back to what students are learning in the classroom.

- use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

YES: Students earn college credit through Concurrent Enrollment in the Health Science and IT Academies and summer 2019 we submitted our application for NACEP accreditation to continue offering college credit.

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

YES: Secondary Perkins funding was used to support an Entrepreneurship class to visit a local company and be involved in supporting their marketing and social media efforts.

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

QUESTION: How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities,

such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

ABE partnership:

In 2018-2019 we served 96 students in the College Prep Academy.

- 25% Male (24 people) and 75% Female (72 people)
- 39% ESL (37 people) and 61% Native Speakers (59 people)
- 9 people moved into college in the same year they enrolled.

- ABE continues to work closely with admissions, advising and registration, and support services departments to strengthen and expand our partnership. We held our second annual Adult Career Pathways Networking Day event May 17, 2019 with all WIOA and SCC Partners - 73 people attended. The purpose of this structured networking event was to educate partners about the current P2P - Pathways to Prosperity grants expansion in SW Minnesota, to share resources provided by each agency partner and to strengthen relationships and referral systems in Workforce Service Area (WSA) 7.
- ABE, SCC and Workforce worked closely this year on FastTRACK Adult Career Pathway programming where we secured another 2-year Pathways to Prosperity Grant for 2019-2021. We expanded industry sectors to include construction (HVAC) and transportation (auto body and collision as well as auto mechanics)
- After exploring ABE and College collaborations last school year, administration decided to expand programming into the area of developmental education. In addition to FastTRACK and College Prep, our partnership now has secured a 2 year Otto Bremer Foundation grant to support this partnership for the next 2 years. We'll begin by expanding ESL Bridge courses on campus as well as co-teach the lowest levels of college readiness classes at SCC.

In partnership with the Greater Twin Cities United Way grant, GPS, three local districts (St. Peter, Tri-City United, and Le Sueur-Henderson) developed a regional position to support workforce development in their communities. This position, Workforce Development Coordinator, has been instrumental in providing great local connections to a wide variety of employers from manufacturing to service industries to healthcare to culinary and hospitality. This position made a big impact on these three districts/communities from January - June, 2019, and will continue through this school year.

Teacher in the Workplace provided 15 educators an opportunity to learn more about Ag during their summer tours. The group visited: Chankaska Winery, All American Foods, Arnold's Implement, and the Davis Family Farms. These tours provided a look inside the industry and showcased a wide variety of career fields. The feedback from the teachers attending the tours was that they didn't realize there was a deep connection to what they're teaching in the classroom to what's currently going on in industry and that MATH really is used everyday!

Perkins supported the attendance of the SCC's Apprenticeship and Internships advisor to the JFF 2019 Pathways to Prosperity Spring Institute last April. During this time, she was able to network with others

across the Region who are focused on work-based learning, as well as build relationships with local representative who also attended the conference. Based on these activities, the following goals and action items have been set:

§ A local work-based learning group meets monthly to discuss our projects, activities, and goals and how we may best support each other, new initiatives, and the employer partners that we share. Members include SCC's Apprenticeship & Internship Coordinator, South Central Workforce Council's Regional Career Coordinator, MN DEED/CareerForce's Workforce Strategy Consultant for the South Central/Southwest Region, and South Central Service Cooperative's Workforce Development Coordinator. Just by sharing information about what each of us are doing with employers, we are able to serve these employers and our students better. We are aware of what's happening across the region and can communicate these opportunities to students, as well as build on each other's efforts.

§ Based on the sessions she attended, she left the conference with a couple of specific goals, including 1) doing more research on how to better build equity and inclusion into apprenticeship opportunities and 2) creating more youth apprenticeship or pre-apprenticeship opportunities for high school and incoming students.

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

Employers are eager to partner with South Central College and provide students with opportunities to explore career pathways and gain experience in the field.

§ Last year, 25 programs at SCC have required a credit-based course coded as an internship. This includes Allied Health externships and clinical courses, but it does not nursing clinicals.

§ In total, over the past five years, 58 different courses that were coded as an internships were offered to students. 17 of those courses were called something other than an internship. A goal of the college for the FY20 year is to reorganize these courses and ensure they are coded and named correctly (e.g., clinicals, externships, internships, co-ops). This will ensure that the right internal processes are followed for coding, faculty payment, contracts, etc. and that students and employers' understand the obligations and responsibilities for the courses (including course learning outcomes).

§ During spring 2019, 83 students were enrolled in 85 "internship" courses. Programs like HVAC and Ag Service Technician require multiple internship and/or internships credits, so students may be enrolled in more than one course at a time.

In addition, SCC has partnered with area employers to offer Dual-Training and Apprenticeship opportunities to students since 2016. Apprenticeships and Dual-Training positions are a unique learning opportunity and provide students with an on-the-job training plan, related classroom instruction, lead to an academic or industry credential and result in additional employment opportunities for successful trainees.

§ SCC's FY18-19 Dual-Training enrollments included four programs, seven companies, 43 students (20 credit, 23 non-credit)

- Programs: Mechatronics (credit & non-credit), Machining, Welding, Agribusiness Service Technician

- MN Pipeline Occupations: Mechatronics Technician, Machinist/CNC Operator, Welder, Agriculture Equipment Mechanic

§ MN DEED provides financial support employers through the MN Pipeline Dual-Training Grants. In 2018-19, our partners were awarded 57 “slots” and \$342,000 to support these dual-training programs. Supported 20 credit-based students and 23 non-credit students.

§ In total (since 2016), we have served 35 students on the credit side of the college and 23 students through CBI. Of the 35 credit-based students, 8 have graduated, 18 are currently enrolled (10 graduating spring/summer 2019), and 9 either left the company or dropped from the program. This equates to approximately a 74% success rate (26/35).

§ There have been an additional seven students at K&G who have enrolled in their Registered Apprenticeship program. 5/7 have completed the program since 2016 (two are currently enrolled). These are not included in the numbers above since CBI worked directly with K&G to provide this training.

The Culinary Program brought in a specialist for a demonstration in the classroom - Ice Sculpting Demo & Instruction/Metro Ice Sculptures.

South Central College - Clinical, Internship and Capstone Industry Experiences

At the post-secondary level, our business and industry partners in the region are instrumental in providing internships, cooperative learning, preceptorships and clinical sites, which are required for most but not all of our CTE

Majors	_Clinical	_Internship	_Capstone
Admin Office Specialist AAS		1	
Admin Office Specialist-Medical AAS		1	
Ag Chemical Applicator-Certificate		4	
Agribusiness Production-AAS		2	
Agribusiness Production-Diploma		1	
Agribusiness Service and Management-AAS		1	
Agribusiness Service and Management-DIP		1	
Child Development - AAS		2	

Child Development-AS	1		
Civil Engineering Tech-AAS		2	
Computer Assistant-Certificate			4
Early Childhood Education		3	
Geographic Information Systems-Cert.		1	
Graphic Communications-Diploma		1	
Health Sciences Broad Field-AS	4		
Information Systems-AAS			7
Intensive Care Paramedic Technician-AAS	6	6	
Marketing Management-AAS		1	
Medical Assistant-AAS	9		
Medical Lab Technician-AAS	8		
Multimedia Technology		3	
Networking Services-AAS			6
Nursing - AS	83		
Nursing - AS (Prior LPN)	6		
Phlebotomy-Certificate		11	
Practical Nursing-Diploma	22		

Pre-Medical Lab Technician		4	
Pre-Nursing	5	4	
Pre-Paramedic	4	4	
Pre-Social Work Transfer Pathway		2	
Grand Total	148	55	17

A marketing piece has been created by our Workforce Development Coordinator. She has shared this piece with other Districts who can also use it as they go out and start making connections. The biggest disconnect that we've seen is that Districts want to be connected to Business and vice versa.....neither know how to connect and what each other offers. We are currently on a mission to provide this information to as many Districts as possible.

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

Post-Secondary programs have Advisories that meet 2x a year to provide guidance on program, curriculum, equipment changes; to discuss work based learning opportunities; to support accreditation requirements.

Advisories on the secondary side have started to shift a little. Our smaller districts are having a difficult time finding enough industry partners to have meaningful dialog and to have an impact on programming. They are starting to look at ways to join other districts to form 'regional' advisory committees.

Our largest district, Mankato, held their first ever joint advisory at the beginning of this school year. Last year, planning began to create a kick off event to all of their CTE advisory meetings. This was a great partnership between the District and Greater Mankato Growth - the local Chamber of Commerce. The end result was clarification on what an Advisory is, how to get involved, and widened the net for more business and industry participation. The idea for this came from the White Bear Lake District.

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

Funds were used to support training to Student Life staff that support CTSO's. CTSO's completed the following Community Service FY19:

- Skills USA: Community Service in the Kiwanis lights and now the Air Show.

- PAS: hosting one of the Blood Drives.
- FILM Club: hosting one of the Blood Drives.
- Student Senate (Both Campuses): partnership in implementing a Campus Cupboard and Community Resource Center. Mental Health Awareness Walk integrated with the community.
- Dental Assisting Club: DA Club awareness week to promote Dental Hygiene on Campus.
- Diversity Club: Food Drive and clothing drive on campus to donate to CADA and the Reach.
- BPA/DECA: Toys for Tots fundraiser Spaghetti dinner.
- PRIDE: Valentines fundraiser for The Reach
- SNA (Both Campuses) Hygiene drive competition for Ruth's house (Faribault)/CADA house (NM)

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

Secondary Perkins funding was used to support our Information Technology Academy teacher's further development of two IT courses taught through the Academy.

Secondary Perkins funds were used to support curriculum writing for our Business Education teachers involved in the Innovation Zone project. The result of this work is to be able to provide shared programming between districts to capitalize on our Business Educators and to join smaller classes into one larger class.

Goal 3: Improve Service to Special Populations

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

Through the STEM Equity classroom presentations, our partners at the Diversity Council were able to visit 4 school districts and reach nearly 650 students. These classroom presentations include both conversation and interactive activities that show students what STEM occupations exist and how gender bias plays a role in STEM occupations. In a classroom setting, with males and females, hands on STEM experiments are performed. Students can see that STEM is for male and female students. Due to the horrible weather last winter/spring, there were several cancelled presentations. We continue to offer this opportunity to all of our secondary partners.

Along the same spectrum, the Cleveland school district utilized Perkins dollars to support their CTE for All recruitment efforts. They are building marketing materials into their course registration process so all students realize CTE programming is for both male and female students. They have strong Trade & Industry programming that is male dominated. They are making efforts toward recruiting more female students.

The Mankato District utilized Perkins Secondary dollars to create banners for their Coffee Shop. This Coffee Shop is a newly formed concept where special education students and their teachers have created a Coffee Shop and sell hot beverages to students and faculty. The next step in their plan is to incorporate ALL students to work together -- special ed and regular ed. Mankato Area Public Schools have been seeking to incorporate Junior Achievement District wide. The JA Company Program will be used for a course the students running the Coffee Shop will take. [JA Company Program](#) teaches high school students about business, entrepreneurship, and economics by having them create, market, and operate their own company. Students sell stock to raise capital, elect officers, buy materials, market their product or service, pay a dividend to stockholders, and liquidate their company. By organizing and operating an actual business, students learn to understand and appreciate the responsibilities each individual has in running a business. Students will be able to apply what they are learning in the classroom to the coffee shop they will be running. This is a great example of providing business experiences for all students -- working together!

SCC VP Student and Academic Affairs, Dr. DeAnna Burt, contributed to FORGE magazine for the February/March edition highlighting Women in Manufacturing. This is proof of the true commitment of the college focusing support for special populations. Pgs 52-53, https://issuu.com/faribault/docs/forge_march/52

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

South Central College strives to connect students with supportive community networks, resources, and opportunities to ease obstacles interfering with their success. These community resources provide students support to address specific needs and gain self-sufficiency. <http://www.southcentral.edu/communityresources/>

The SCC Lifesaver Fund is an emergency grant program available to students to pay for unforeseen expenses that could lead to dropping out of college. South Central College's Campus Foundations will cover up to \$1,000 (maximum per person, per academic year) of critical expenses such as vehicle repairs, utility shut-off, medical bills and other emergencies.

www.southcentral.edu/lifesaver

A help video was added to the SCC registration page for students struggling to register for courses on their own. The video has closed captioning available, <http://southcentral.edu/Registrar/register.html>.

April is designated as the SCC African Heritage month by The SCC Diversity Committee in honor of our students of African Descent. This was the first for SCC and is a collaborative between Diversity Subcommittee on African Heritage and the newly minted SCC African

Student Association. An event was held on Tuesday April 23, which included Tasting of African Foods and a Guest Speaker, Dr. Odinga African History Professor from MSU, who educated everyone about Africa/Student Panel. In addition, we also had an African Artifacts Display Window. The Event was open to all.

A student served as a Multilingual Student Outreach student worker and assisted CTE bound EAP students with their math, English and other homework using English and Somali. She helped to clarify the expectations of SCC instructors regarding academic essays and presentations as well. She also performed outreach to prospective students in language minority communities and adult education programs such as the Lincoln Center. She was especially helpful with creating publicity materials such as an EAP brochure and poster, including some wording in Spanish, Arabic, and Somali.

The Director of Disability Services attended the AHEAD Conference. A large focus of the track she attended was creating seamless access for students with disabilities to the many areas of campus which they utilize. They discussed equitable access to learning technology and physical spaces. They talked about nuances of provided access for students who are dual enrollment and participating in internships. She left the conference with the following plans for follow up at SCC:

- HR (Dawn): to discuss student employment accommodations, grievance process.
- IT (Steve): to discuss accessible software procurement process
- CFO (Roxy): to explain the need to continue accommodation budget line
- Internships (Kelcey): to discuss internships and placements accommodations
- Self: review disability grievance process to ensure process is comprehensive and clearly articulated.

Somali Night and Latino Night: Prospective students and their families were invited to campus to enjoy a cultural meal while learning about SCC programs, resources, and funding available to support them in their education.

Secondary Perkins continues to support the Work-Skills Competition held in the spring of the year at South Central College. This event provides our special education students with the opportunity to practice job relevant skills (resume writing, interview skills, communication, presentation) with a variety of community volunteers.

This past year the Culinary female lab assistant continued her ongoing work specifically with students who tend to be marginalized within the culinary industry. Women are highly outnumbered within this industry and she works with our female students to be sure that they not only have the skills necessary to thrive within their chosen field, but to have female mentors who can help them to succeed. Having successful women to look up to and use as a sounding board for advice and encouragement has been very successful for our female students. She is personally involved in the Minnesota Women Who Really Cook organization as well as Minnesota Les Dames D'Escoffier. Through these organizations our students have access to a variety of very successful women within the industry.

QUESTION: Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

- 13 students with disabilities graduated from SCC in 2019; 7 with CTE credentials and 6 with AA degrees.
- Math Tutoring Data: 4109 student appointments, 3901.5 hours
 - Math tutoring includes the following courses: prerequisite (Developmental) courses of Introductory Algebra and Intermediate Algebra, Math for Technical Careers, College Algebra, Statistics, Concepts in Mathematics, Physics, Trigonometry, Pre-Calculus, and Calculus. It also includes math-related content in other courses, such as Culinary Arts, Medication Administration (dosage calculations), Machining computations, and Mechatronics.
- Science Tutoring Data: 2980 student appointments, 2476.5 hours
 - Science tutoring for Nursing and Healthcare programs includes the following courses: Microbiology, Biology, Ecology, Anatomy, Physiology, Pathophysiology, Chemistry, and EMS.
- Career and Technical Tutoring: 520 appointments, 546 hours
 - Technical courses tutored include: Nursing, Accounting, Office Technology, Child Development, Community Social Services, Machining, Culinary Arts, Medical Assistant, Med Lab Tech, Health Unit Coordinator, Computer Technology, Phlebotomy, Mechatronics, Civil Technology, and Carpentry.
- Study Skills Training: 76 students, 7 hours (GPS LifePlan sessions)
 - All students have access to study skills training provided by ASC tutors and other SCC faculty and staff. Mini sessions, titled GPS LifePlan Workshop Series, are offered fall and spring semesters and use “Goals Plus Plans Equal Success” online resources as well as staff-prepared materials and resources.
 - Study skills topics and GPS sessions include: note taking, test taking strategies, reading to remember, time management, math notes, organization, stress management, calculator usage, memorization techniques, science study strategies, and resume development
 - Students can also obtain individualized sessions with tutors from the Academic Support Center for targeted strategies. In 2019 there were 169 appointments, 171 hours of individual study skills training.
- TRiO Students Tutored: 93 students were tutored 2596 hours.
 - This represents 66% of the 141 TRiO Students. Programs that were tutored the most: Nursing, Social Work, Business, Mechatronic, and Accounting.
- Funded membership for an Admission staff person for MnACC organization: Since joining the MnACC organization, our reach to special populations has increased. Our data indicates that in the Fall of 2018 we had 595 special population students. Current in this Fall of 2019, we have 655 students.
 - 60 of these new students are from the metro area, were we targeted special populations that include, but are not limited to those that identify as: African

American. Hispanic-Non-White, Asianic Pacific and Native American/ Indigenous.
This is a 9.2% increase

- Success of impact will be determined in regards to recruitment and retention. Thus far, all students registered at the beginning of the semester are still enrolled.

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

After a year of needs assessment that was conducted in our region in 2015-16, it was determined that an increase in early career pathway exposure and education to students, staff, and parents was needed. The Career Navigator Program, which was implemented during the 2016-17 school year, intentionally exposed ALL 9th grade students to ALL 6 career fields to ensure they understood all fields were open to all students. Guest speakers provided content related to area economics, job growth, and opportunities for all students being wide open regardless of race, gender, socio-economic status, etc. In addition, school counselors facilitated pre-day activities including a survey of interest and a post-day wrap up discussion using a career plan workbook. This year's Navigator welcomed the Mankato District which increased our student numbers by 700 students!

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CRAVE: Culinary Arts Regional Venue in Education - this is a new event to our region. In the first year, CRAVE provided hands-on culinary experiences to just over 80 students from three local Districts. Some of these students also participated in a variety of competitions: knife skills, napkin folding, culinary, cake decorating, and menu planning. Districts were provided transportation and sub support. The event space was also supported by Perkins Secondary. In this male dominated industry, we had a balanced mixture of male and female students. This event was also open to our special education students.

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

- 62 students in Career and Technical programs were registered with the disability office and received disability accommodations. This represents 37% of 164 total students registered with the disability office.

- 57 students with documented disabilities accessed tutoring services, which is 34.8% of the 164 total students registered with the disability office.

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

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

Concurrent Enrollment offerings were offered through SCC and the Health Science Academy – 6 sections of Medical Terminology – taken by 90 Students. New this year to the academy, Health Care Core Foundations was added as an offering through Concurrent Enrollment with 102 students enrolled. The revised Information Technology Academy rolled out two courses through SCC. Foundations of Computing was taken by 14 students and Web for Business taken by 11 students.

College Credit is awarded to all students earning a D- or higher on their College transcript. High school credit is also awarded. Other Concurrent Enrollment offerings at our partner districts is negotiated and established by individual high schools and individual high school instructors per their pathway or course offering. We have not collected our high school partners' participation data in this area. Other Colleges identified as Concurrent Enrollment partners include: University of Minnesota, Southwest State University, MN State University, Mankato, Fond du Lac, Riverland College, Ridgewater College, Winona State University and MN West Community & Technical College. Assisting prospective post-secondary students to identify skill deficits through early ACCUPLACER assessments and the offering of Math Skills building during students Junior or Senior year in high school.

South Central College was excited to submit their NACEP application August 1, 2019. Not only to meet MN legislative compliance but, to truly bring the program to the next level offering rigorous college coursework for students while in high school. The goal of SCC in the expansion of concurrent enrollment is to focus on new partnerships that provide a pathway for students in Career and Technical Education. Faculty credentials continue to be a challenge for high school teachers to meet in order to expand in CTE.

QUESTION: Did your consortium use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

Both Secondary and Post Secondary Perkins continues to support Articulation in this Region. Our Secondary partners continue to report that they find this a valuable options for their Districts and students. Efforts have been made to educate Registrar Offices and Admissions letting them know what articulation is and what to ask / look for when working with students. There was a renewed commitment by our CTE teachers and counselors to make Articulation more of a priority. One district is looking at ways to include Articulation on the high school transcript. Other Districts have included Articulation in the Scholarship awards events.

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

Secondary Perkins supports three Counselor Community of Practice meetings throughout the school year. In addition, there is a Counselor day of Training in December. All of these opportunities exist to support our Counselors and provide professional development opportunities for them. The Counselor Day of Training focused on Youth Experiencing Trauma and Creating Pathways for All.

Counselors also participated in Teacher in the Workplace and a tour of the Trades Training Centers in St. Paul and Lino Lakes. Both of these opportunities provided counselor's with career guidance in a variety of career areas.

Counselors are invited to SCC every September for a full day training on Financial Aid, Accuplacer, Dual Credit and other Student Affairs resources available to support Counselors as they aid in the student transition process.

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

Post-secondary Perkins Coordinator served on at work group "Implement a career services and a four-year transfer planning model" to support the work of Achieving The Dream (ATD) initiatives at South Central College.

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

During FY19, SCC's Student Affairs Department focused on setting and assessing learning outcomes for students involved in co-curricular activities. One learning outcome was set and assessed for Apprenticeship students. The learning outcome and survey results are below. These are also included in the college's official Student Affairs Assessment document.

§ LO: "Upon completion of their apprenticeship, students will be able to identify at least one skill they learned in the classroom that they used on the job."

§ Key Findings: Follow-up surveys were emailed to apprenticeship students at the end of the 2018-19 academic year. Sixty percent responded (12 of 20), and of those, 100% indicated that there was at least one skill that they learned in the classroom that they also used regularly at their job. Examples included mechanical logical thinking; reading electrical schematics; understanding how to read, write and code CNC machines; troubleshooting. These responses indicate that the students' current program curriculum aligns well with their on the job training plans.

§ Highlights/Points of Pride: 11/12 Apprenticeship respondents gave specific examples of skills they use regularly on the job.

§ Use of Results: Survey responses and aggregate results will be shared with faculty and employers participating in SCC's Learn Work Earn apprenticeship programs to demonstrate program successes and address any challenges communicated by students.

AWS testing - SCC piloted testing with New Ulm District - lessons learned from high school instructor that training must be deeper for increased passing results. Much value was found in the process even with low passing rates. Students had an opportunity to spend a day in the SCC lab with an SCC faculty member. The SCC instructor and high school instructor collaborated on curriculum and program alignment.

A PSEO Student Celebration was piloted in Faribault at the end of the school year. It was an opportunity to celebrate the students that participated in the program throughout the year, help in transitioning those that were graduating and continuing with the college, and educate prospective PSEO students on the program and how to enroll.

Goal 5: Sustain the Consortium

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

The secondary and post-secondary consortium coordinators continue to meet 4-6 times per month. This continuous conversation allows for streamlined communication and strengthens the Consortia. There are also regular conversations with our partners in the Southeast to share ideas and partner on activities. A good example of this was the CRAVE event. Kay Frick was invited to attend the CRAVE event to learn more about the activities and planning that took place prior to the event. She also visited the Southwest culinary competition to compare the two. She invited the South Central Secondary coordinator to be a part of the initial conversation in Southeast. This is a great example of sharing ideas and strengthening CTE across regions.

Other activities that sustain and improve the consortia include: Communities of Practice meetings, MCIS workshops, Program Approval Workshops and Perkins site visits.

QUESTION: Provide an overview of the consortium leadership team (i.e. are they representing all districts, colleges, business and industry, and other community partners)?

The Perkins Advisory is made up of teachers, counselors, principals and superintendents at the secondary level. Also represented is South Central College, special education leadership and our workforce partners at South Central Workforce Council.

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

The GPS grant provided funding to our CTE teachers to obtain their appropriate CTE license through St. Cloud State University. There are 6 teachers taking advantage of this opportunity.

The Communities of Practice continue to be a great resource for our educators to learn best practices from each other, bounce ideas off of and really have a regional support team to go to for assistance.

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

South Central College's Director of Grants seeks out opportunities that support partnerships among Business & Industry and Educational partners. This includes Youth Outreach Funding through the Minn State Advanced Manufacturing Center of Excellence, MN Reconnect Grant, ICAP Grant, and P2P Grants.

P2P Faribault: Choose Your Path is a grant-funded program that provides pathways to skills training and stackable credentials for careers in the high-demand fields of healthcare and manufacturing. Participants from targeted populations can choose the pathway based on their skills and needs at varying levels (Onramp, Bridge, and Integrated). They can exit to join the workforce at varying points as well. The grant is a partnership between South Central College, Faribault Public Schools District including their Faribault Adult Basic Education Program, Workforce Development, Inc., Somali Community Resettlement Services, and local employers. The overall goal of this grant is to create a pathway and provide support services to those students who have multiple employment and education barriers.

A grant from the Greater Twin Cities United Way continues to support pathway development and programing in our Region. These dollars have supported work in 6 school districts by supporting a Manufacturing Pathway and summer experience in St. Peter; creating industry connections to the Health Science Academy in Le Sueur-Henderson; a Workforce Development Coordinator who cultivates business and industry relationships back to three of our Districts; and teacher licensure. This grant has provided the opportunity for several of our teachers to take classes through St. Cloud State University to obtain the correct CTE teacher licensure. This will help their districts to create state approved programs eligible for levy dollars AND an increased ability to create deeper pathways -- add more classes!

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

With our smaller districts we will continue conversations across the consortia and region on how to open up opportunities for students to not only explore new programs but, to have an opportunity to

engage at a deeper level. The curriculum the Innovation Zone continues to develop will only strengthen our smaller districts and classes providing more opportunities for all.

Industry partners in the Emergency Medical field asked for more students to have EMR skills to support the community. Through several conversations, we are now collaborating with high schools and SCC to bring EMR training to the HS classroom. Resources will be shared by the EMT community program and the college to support the HS training.

Health and IT Academies: Teachers in the academies recruit new students by offering information sessions for all students to attend. Results from TSA exams and the CE course survey are reviewed and curriculum is adjusted where needed.

Market data is being shared at POS/Articulation meetings for what skills industries are needing so that teachers can go back to their districts and adjust the focus in their classes on what industry needs.

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

The comprehensive local needs assessment is underway in the South Central Consortium. A planning team convened on the way home from the Summer workshop and continued to discuss a strategy that was implemented in September. Questions have been formed and a plan is underway to get feedback from our stakeholders.

A meeting was held in early October convening the South Central, Southeast, Rochester/ZED, and Riverland Consortia to discuss each other plan for CLNA and how we can work together and share resources and ideas.

Other Summary Comments **QUESTION:** If you were unable to accomplish activities in your plan, indicate reasons why and what you might do differently. How can state staff better support your efforts? The activities that were outlined in our plan were all carried out. However, we would like to have more of an impact on Programs of Study. During our Perkins Application planning, we will review all current programs of study and determine what stays and what goes. **QUESTION:** What lessons-learned will you incorporate into your two-year application due May 1, 2020? Continuous review of our activities and lessons learned through our May plan submission was that we will continue to seek new and different ways to collaborate with ABE. **Highlights from the Year from South Central Consortia:**

State Staff Review:

Thank you for a detailed APR including data and pictures!

We appreciate your work with students with disabilities who graduated from SCC in 2019; 7 with CTE credentials and 6 with AA degrees. You have provided many excellent examples of outreach and your efforts to increase career awareness with younger students. The consortium's work to elevate CTE is evident in projects such as the Letter of Intent Singing Day, the Career navigator Programs and the College prep Academy with ABE.

Opportunities: How will your consortium work with neighboring partners as you complete and implement your CLNA? What opportunities exist to balance the smaller districts and with the Mankato districts? We look forward to creative solutions from you as you have done in the past!

Pictures below are an example of Secondary and Post-Secondary collaboration. Mankato District was in need of new banners to promote their WBL opportunities. A student from SCC's Graphic Communications program designed and printed the banners pictured below.



450 hours/
year

EXPLORE.

EXPERIENCE.

ENGAGE.

For more information: <https://goo.gl/forms/pOZL8Qydk9OqEsle2>

Design and Layout by Amber Wacker, SCC Graphic Communications Student





Feedback from the CRAVE event:

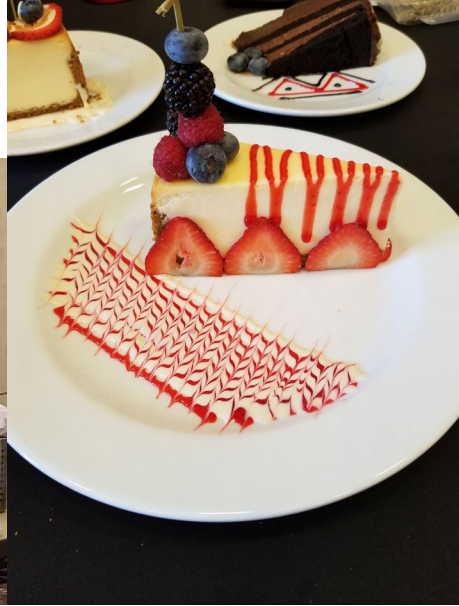
THANK YOU!

That was the epitome of collaboration! Thanks for the invitation to see, smell, taste and feel the excitement of the day. The students were so engaged and all of the volunteers were excited to make it happen. I have shared so many of the stories of the morning with staff, family and friends. That was such an alive learning experience for all even those that are trained in the field.

The first hour seemed overwhelming after that I just absorbed the goodness of the day and it created a new spirit within me. You and your team did an awesome job of bringing learning and fun together!

Congratulations and thank you!

Thank you again for all of your work putting this even together today. It was great and it isn't often that all students say they had a good time and that they would go again.



Picture one: three high school students competing in the culinary competition.

Picture two: an interactive session put on by Diane's Fine Desserts on "food presentation."

Picture three: awards that were created by St. Peter students in their woods class.

Pictures from Dig It! Education Day



Picture one: construction vehicles from a local industry partner

Picture two: SCC Welding simulator

Picture three: foundry in a box activity



SCRUBS CAMP 2019

JUNE 17, 18 & 19 2019



Career Expo - Electrical Apprenticeship & Carpenters Training Institute

