

# Minnesota Annual Performance Report (APR) FY20

FY20 Great River Consortium  
Great River Consortium

NOTE: This APR is reporting on the Perkins V transition year, FY20, 1 July 2019-30 June 2020 and corresponds to the funding opportunity FY20 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) in Amplifund.

## 1. Describe the consortium's efforts to design, implement, and/or improve programs of study during the Perkins V transition year.

We utilized the findings from the CPIP grant to streamline our programs of study to six programs of study supported with use of funds from Perkins. Examples of support include professional development for secondary instructors to obtain training on current trends in their field, updating to industry standard equipment in secondary and post secondary and TSAs across the consortium to provide feedback and growth opportunities for curriculum within the programs of study. SCTCC held annual articulated credit meetings for post secondary and secondary teachers. SCTCC began researching what courses might be a good addition in the Discovery Academy (concurrent enrollment) and articulated credit programs to further support these six programs of study.

## 2. Explain how size, scope, and quality informed your data-determined decisions concerning programs of study and local uses of funds.

Our consortium is made up of 26 secondary schools ranging in size from 2,000 students to several hundred students. Our goal has been to enhance CTE programs within all of our consortium schools. We spend a large amount of money on our larger schools with programs of appropriate size, scope and sequence; while intentionally supporting CTE programs in our smaller schools as support through Perkins dollars may be the difference between them being able to offer CTE programs or not. One of our goals is to continue to allow students in small rural schools the ability to access CTE programs.

## 3. Describe the consortium's efforts to partner with business, industry, and local communities and to provide CTSO experiences to students. What were your successes and challenges?

The GRPC continues to support the EPIC career exploration event, in early Winter of 2020 the event was able to serve more than 2,000 students in partnership with hundreds of industry partners within our region. Both secondary and post secondary typically fund a number of CTSO activities, such as participation in competitions and industry tours, however, due to COVID-19 a majority of the assigned funds had to be reallocated. SCTCC held as many "Forecast Your Future" events as possible prior to the onslaught of COVID-19. Members of the GRPC Governing Board continue to serve on various industry and community boards, such as CTE related advisory boards, the St. Cloud Area Youth Council, English Language Learner Initiatives committee and Adult Learner Communities.

## 4. Describe successes and challenges in your efforts to improve service to special populations during the transition year.

### 4a. Based on the data, what student group(s) did you identify as needing specific attention. What resources were applied to address these concerns?

Our consortium worked to recruit and retain qualified CTE teachers and faculty. To ensure access to students in special populations we expanded work based learning opportunities throughout the consortium.

### 4b. How did your consortium provide support to students in special populations to ensure equitable access to programs leading to high-skill, high-wage and in-demand occupations?

SCTCC continues host their annual diversity fair, reaching out to a variety of attendees with various racial and socioeconomic backgrounds. SCTCC had planned on hosting another Somali admission event in Spring 2020 but had to cancel due to COVID-19. SCTCC's Disability Services department continues to provide a variety of services designed to assist special populations, including working with students who need interpreters, testing accommodations, alternative format textbooks, etc. SCTCC utilizes Perkins funds to offer tutoring services for CTE specific courses, which also works towards the retention of these students.

### 4c. How did your consortium provide academic support ensuring all CTE students made meaningful progress in performance, including subgroups of students?

Secondary and post-secondary CTE courses throughout our consortium utilize TSAs for concentrator students as well as, program of stud related courses that offer industry certifications. Disability Services department continues to provide a variety of services designed to assist special populations, including working with students who need interpreters, testing accommodations, alternative format textbooks, etc. SCTCC utilizes Perkins funds to offer tutoring services for CTE specific courses, which also works towards retention of these students.

### 4d. How did your consortium support non-traditional (by gender) students (For example, women in traditionally male-dominated careers and men in traditionally female-dominated careers)

Promotion of events such as Women In Welding to our female students. With reallocation funds secondary offered mini grant opportunities for teachers to request funding a related to innovative ideas to support non-traditional participation. One example, a manufacturing class teacher was provided curriculum writing hours to create lessons and projects that would be appealing to female students and had those on display.

### 4e. As you reflect on your service to special populations, what strategies were successful? What strategies were not successful and why?

Promotion of the women in welding event was unsuccessful due to event being canceled due to COVID-19. Expanding work based learning opportunities was successful due to the fact that more students had access to industry training and experience.

## 5. Describe successes and challenges in the consortium's efforts to improve transitions for students from high-school to college and/or career.

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## 5a. Examples should include articulation, early-college credit, career and college readiness activities, transition of adult learners into the workforce, and brokering with other consortia.

SCTCC works with various regional secondary schools to offer CTE Discovery Academy (concurrent enrollment) and articulated credit to secondary students. Completion of these courses may assist with shorter degree completion times, less expense for the student after high school, or even the confidence that they can complete post-secondary work. ISD 742 and SCTCC partner together in with the Panthers Pathways program; an early-middle college program where students take a Success in College course first and then branch out to CTE field of choice. SCTCC continues to offer TRIO Student Support Services, a federally-funded program that serves first-generation, income eligible and students with disabilities. They offer a tutoring center, assistance with financial aid, referral to additional student services, a Summer Institute to prepare students for college. SCTCC also continues to offer the Student Success Seminar course that focuses on acquainting students with higher education through teaching them self-management skills, identifying strategies and resources that can aid in their academic success, personal development and goal identification and attainment. SCTCC hosts a large job fair in April of every year, but due to COVID-19 had to pivot it from in-person to virtual in a matter of weeks.

The GRPC began researching possible brokering opportunities for our Agriculture programs but halted due to COVID-19.

## 5b. In addition to the narrative, please provide numbers of students participating in these categories.

The GRPC had 15 different high schools participating in Articulated Credit through SCTCC. A total of 795 students (438 non-duplicated) students took 50 different high school courses from 40 different high school teachers. The Discovery Academy, concurrent enrollment, program at SCTCC offered 8 different concurrent enrollment courses at 9 different schools. There were 160 students (89 non-duplicated) who earned 482 college credits.

## 6. Describe the consortium's efforts to BE BOLD during the transition year and beyond. What innovation took place during the reporting year and what was the impact? What were the barriers or challenges to innovation?

Apollo High School Society of Manufacturing Engineers Initiative was successful in so far due to the fact that it is fully funded by area industries for three years. A challenge is that students have not been fully in person since its inception, which makes hands on learning difficult. Due to COVID-19 some of the Spring Nursing Assistant courses came to an abrupt stop as the students were not able to perform traditional clinicals at Long Term Care Facilities. The SCTCC Director of Nursing worked diligently and quickly with MDH to develop an alternative appropriate clinical experience for students in order for them to complete their course and get out in the work force, where CNA's continue to be greatly needed.

## 7. Describe Perkins-funded professional development (PD) that took place in the consortium during FY20.

### 7a. What was the total Perkins-funded investment in PD for the year?

Secondary = \$21,412.54  
Post Secondary = \$3,244.74  
Consortium Total = \$24,657.28

### 7b. Who (positions, not specific names) benefited from professional development?

Teachers, faculty, and administrators across our consortium.  
GRPC Board Members  
Director of K-12 Initiatives

### 7c. What professional development activities were conducted/sponsored?

Professional development activities that consortium members participated in included: CTE Works, Articulated Credit Annual Meeting, FACS to the Max, Summer FFA Institute, DECA, ProStart, SkillsUSA, Small engine training session for secondary teachers. As well as, sending to members their professional organization conferences such as MAFCS, MAAE, FCCLA, MTEEA, NACEP, MnCEP.

### 7d. What topics were addressed and what were the related outcomes?

Topics and outcomes included:

- \*Comprehensive Local Needs Assessment, led to successful completion and education of the CLNA
- \*Teacher Licensure additional pathways for current and future teachers in CTE areas
- \*Perkins V Transition completion of the CLNA and improved focus on Perkins spending that enhances and does not just maintain CTE programs
- \*For discipline specific activities the outcomes included information on new state curriculum frameworks and national curriculum standards and the results should be reflected improved TSA scores
- \*Accreditation related information
- \*Learning of best practices within the Concurrent Enrollment world

## 8. Recognizing that some students need multiple entry and exit points to CTE programs, describe how your consortium has helped students return to the education system to complete their GED or secondary school education, or to learn a new skill following job loss.

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SCTCC worked with CareerSolutions, ABE, ELL and other area groups and business to develop options for the dislocated workers after a large manufacturing plant closed in St. Cloud. These partnerships assisted these workers in updating their skills or going back to school to learn new skills for reentry into the workforce within high demand, high wage fields.

## **9. What actions did the consortium take to advance teacher recruitment, retention, training, and education? What were your successes and challenges? What would you change in the future?**

We used industry partnerships to identify potential teacher candidates. It was a challenge and a success all in one because we had to approach people who had not thought of teaching as a profession. We looked at the district applicant pool for applications for teaching and non-teaching positions. For example, those who applied for a school nurse position checking their credentials to see if they might also be qualified to teach related CTE courses. Sauk Rapids Rice held the Business and Industry Summit where the superintendent spoke specifically to industry partners about a pathway towards teacher licensure and the need for more teachers in the CTE areas. We have had some success within recruiting our former students. The challenge we are finding is the low rate of pay for teachers as compared to industry pay. We will continue with what we have been doing and reaching out to our industry partners to help spread the word that we are looking for good people.

## **10. What actions did the consortium take to expand equitable access and opportunities for work-based learning for all students? How were students made aware of these opportunities?**

Members of our consortium offered traditional work based learning courses for learners at all levels (at-risk, traditional, ELL, ages 18+, Special Education, etc.). One of our consortium school district's 9th graders participated in career rotations according to the MN Career Pathway infographic while working toward self discovery and career choice, including their World's Best Workforce initiative. A couple of our members offer the opportunity for our students to build a house either on or off site. School districts continue to support programs that have work based learning in their Area Learning Centers or Special Education departments or fund full-time teachers for these opportunities.

## **11. What actions did the consortium take to improve integration of academic and technical skills in CTE programs? Please provide specific examples in your response.**

The continued use of TSAs and industry certifications in our courses. For example, ProStart for Culinary, OSHA10 for construction, Precision Exams for Auto, Welding, Construction, Graphic Communication, Early Childhood, Law Enforcement, Medical Terminology, NOCTI for Auto, MBAResearch for Marketing. Our students have the opportunity to receive a general science credit in CTE programs in Agriculture and FACS.

## **12. Reflecting on your FY20 work, what "points of pride" or highlights would you like to share?**

We survived the first half of COVID-19. Expansion of EPIC. Business and Industry Summit held at a consortium high school. Supporting numerous CTSOs attending local, regional, state and national conferences. Pivoting instruction based on inability to have students in person full time. Helping CTE programs pivot to online learning. Completion of our CLNA.