



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

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Important Upcoming Events/Meetings

May 5, 2017: ADSIS Teachers/Coaches PLC
 May 8 - 12, 2017: Teacher Appreciation Week
 May 10, 2017: National Bike to School Day
 May 17, 2017: Superintendents Council
 May 19, 2017: EL PLC
 May 21, 2017: National Take your Parents to the Playground Day
 May 25, 2017: School Psychologist Cohort
 May 25, 2017: National Red Nose Day
 May 26, 2017: Instructional Coaches PLC
 May 30 - 31, 2017: Instructional Coaches - Year End Data Dive
 May 31, 2017: National Speak in Sentences Day

The Progress, May 2017: Volume 2, Issue 9

The Progress archive

[Click here](#) to view past issues from the current school year.

Comments? Suggestions for new articles?

Contact Jillynne Raymond, Editor, The Progress,
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Spring Assessment Window

May 8 - 19, 2017



Student Educational Adventures (SEA)

By Carrie Groth, Katie Kennedy, Lori Nicolai

Student Educational Adventures (SEA) is an experiential education project through GCED, for students whose most successful mode of learning is not the traditional classroom setting. SEA is targeted for students with an identified emotional/behavioral concern or other social challenge. Students served in special education in grades 9 through 12 are eligible to participate. Students' case managers or school social workers make a referral and complete and application.

Due to the nature of the learning activities, SEA is for students who have the physical and cognitive abilities to work in a group setting, in outdoor environments, in all weather conditions. SEA is for students who are committed to working on personal goals and completing and participating in the course expectations. Students have an opportunity to earn credit for their participation. There is no cost for students to participate in the SEA courses thanks to a grant through United Way, the primary funding source for the program. SEA courses are designed with a variety of outcomes that encourage and support personal growth and team collaboration. A sample of outcomes include:

- Students learn how to test & expand personal boundaries and overcome fears;
- Students learn how to be a quality leader and teammate;
- Students learn how to teach and manage 8 - 12 elementary students with challenge course activities; and
- Students recognize challenges as they appear and develop strategies to conquer them.

Students in 10th, 11th, or 12th grade and in good standing based on their IEP goals, academic, and behavioral progress are eligible to earn a spot for the Habitat for Humanity course. In this course SEA participants learn the importance of giving back to society by experiencing the appreciation of Habitat recipients. This year's group left Sunday, May 7th for Fort Myers, Florida. The group included 11 students (1 CF, 1 KW, 3 RW, 5 ZM, and 1 RBEC), 3 social workers Carrie Groth (KW), Katie Kennedy (ZM), Lori Nicolai (RW) and 1 special education teacher Bill Redman (RW). Highlights from this year's trip include:

- Students experienced many firsts: seeing the ocean, being on an airplane, being away from home, kayaking, sharing a room/house with 14 other people.
- Assisted with restoration of a Habitat Home in Cape Coral.
- Shark Fishing and getting the opportunity to eat grilled shark
- Helped with scraping the floor and painting of two Habitat Homes in Fort Myers and Lehigh Acres.
- Students increased their communication, leadership, and social skills.

"In its simplest form, experiential learning means learning from experience or learning by doing. Experiential education first immerses learners in an experience and then encourages reflection about the experience to develop new skills, new attitudes, or new ways of thinking."

- Lewis and Williams (1994, p.5)



These highlights showcase the short term aspects of SEA, but do not fully encompass the big picture. Wikipedia summarizes years of research and practice with its definition of experiential education as “a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities.”

That *is* the big picture.



Career and Technical Education



By Brian Cashman

Starting with the Smith-Hughes National Vocational Education Act of 1917, the federal government has had a role in shaping Career and Technical Education (CTE). Currently, the Carl D. Perkins Career and Technical Education Act of 2006 provides both federal dollars and accountability to state education agencies. In Minnesota, these federal dollars are dispersed to consortia throughout the state. A consortium is made up of at least one post-secondary institution paired with local high schools. All GCED-member school districts are part of the Southeast Consortium.

Cannon Falls, Goodhue, Kenyon-Wanamingo, Lake City, Red Wing, and Zumbrota-Mazeppa join 18 other school districts in southeastern Minnesota that are paired with Minnesota State Southeast to form the Southeast Consortium. The two education districts in Southeastern Minnesota - GCED and the Hiawatha Valley Education District (Winona) are part of the consortium as well. The consortium runs from Red Wing (its northernmost school) down to Iowa (Mabel-Canton, Spring Grove) and is bordered on the west by Rochester and the east by the Mississippi River. In 2016-2017, the consortium received \$163,663.82 worth of state funding to use towards developing, refining, and supporting high-quality CTE programs in the consortium high schools. My role is to facilitate the most appropriate use of these dollars, as well as to be a support to local school districts in their CTE efforts.

As with other Federal and State initiatives, there is accountability paired with the funding. In particular, Perkins funding requires that consortia focus their efforts on five goal areas:

1. Designing and implementing career pathways programs (pathways to a career via secondary and post-secondary course sequencing, assessments, skill development, etc.).
2. Effectively utilizing employer, community, and education partnerships.
3. Improving service to special populations.
4. Providing a continuum of service for enabling student transitions.
5. Sustaining the new consortium structure of secondary and post-secondary institutions.

Accountability measurements include : having at least 7 career pathways programs (called Programs of Study) in place in the consortium, MCA (Reading and Math) results, graduation rates, non-traditional participation (gender), and performance on Technical Skill Assessments.

The state also collects data on CTE participation numbers by course, program, and career cluster. Just to give an idea of some of the more populated courses across the consortium, the following chart lists all the CTE courses that had at least 90 enrollments in the 2015-2016 school year. Two caveats with this data: (1) this list does not represent every CTE course offered last year – just the courses with a total of 90 or more enrollments and (2) to be counted in this data, the course must be part of a state-approved CTE program – because of this, there are some course enrollments not represented on this list.

Work Experience - Handicapped

Work Experience: 32 F, 59 M, 91 Total

Agriculture Combined Program

Recreational & Companion Animal Science: 62 F, 33 M, 95 Total

Agricultural Exploration I: 52 F, 104 M, 156 Total

Ag Careers / Resource Management: 57 F, 86 M, 143 Total

Small Gasoline Engines I: 5 F, 111 M, 116 Total

Ag Welding Technology I / Metals I: 11 F, 95 M, 106 Total

Wildlife / Natural Resources / Forestry: 38 F, 89 M, 127 Total

Wildlife I / Fish Conservation Management I: 29 F, 110 M, 139 Total

Ag Coop Work Experience OJT: 47 F, 53 M, 100 Total

FACS-Interpersonal Communications Courses

Independent Living: 113 F, 75 M, 188 Total

Investigating Careers: 74 F, 84 M, 158 Total

Personal Finance & Management: 43 F, 54 M, 97 Total

Housing & Interior Design I: 100 F, 38 M, 138 Total

Beginning Foods: 65 F, 44 M, 109 Total

Creative Foods and Meals: 72 F, 66 M, 138 Total

Foods and Nutrition I/Food Science I: 85 F, 98 M, 183 Total

Baking: 119 F, 82 M, 201 Total

Administrative Support Occupations

Accounting I: 44 F, 54 M, 98 Total

Business Careers: 52 F, 60 M, 112 Total

Career Exploration/Business Careers: 140 F, 139 M, 279 Total

Personal Finance & Money Management I: 105 F, 106 M, 211 Total

Computer Applications I: 209 F, 254 M, 463 Total

Construction Occupations--Finishing

Woods, Construction & Finishing I: 37 F, 198 M, 235 Total

Woods, Construction & Finishing II: 14 F, 128 M, 142 Total



Community Transition Interagency Committee (CTIC)

By Mick Wendland and Abby Wiley

This year's focus in the CTIC meetings has evolved around the new law, Workforce Innovation and Opportunity Act or WIOA. Minnesota's goal is to have 50% of students in the DCD eligibility category between the ages of 19 and 21 gainfully employed for a minimum of 3 months by January. For those that are employed with sub-minimum wages, they must now go through Vocational Rehabilitation process to determine whether or not they are adequately employed. All of this places increased responsibility for high school and middle school teachers to exposed students to pre-employment transition services or Pre-ETS (see Right column).

Note: Earlier in the year you read about Minnesota's Olmstead Plan. The Community Transition Interagency Committee is just one vehicle to help all adults with disabilities live the most rich life possible. Mick Wendland and Abby Wiley represent GCED at quarterly CTIC meetings in our region. Below is a summary of their work this year.

The focus of our group is to collaborate with Voc Rehab, educators, community support professionals, and employers to figure out how to meet the legislation and what supports are needed from each group.

Our next steps are to look at the Pre-ETS more to determine what schools are already doing and what gaps there are, including the lack of work experience coordinators, especially in the smaller districts. For GCED, RBEC and RW have a work experience coordinator, though not with a primary focus of that role. Part of the plan for the WBL Coordinator monthly meetings is to share curriculum resources; then send out to underrepresented schools that don't have work experience programs. The focus of other groups' work toward the mission includes:

Employment Capacity Building Cohort (ECBC):

- Working with Department of Health & Human Services (DHS), Voc Rehab (VRS), and schools to partner with all agencies to determine whose role is what and how to NOT repeat services.

County case management:

- Often asked about waivers, the differences, and the coverage (i.e. CADY, DD, etc.). Each waiver is different as is what they do, or can, cover and what they don't, or can't cover because the funding sources are different.
- When discussing services, begin with identifying which waiver they are on.

Vocational Rehab Services (VRS):

- They are getting a new regional manager.
- Serena Gardner is the new VRS person in Austin.
- Counselors need clarification from the state level as to who is and is not a good candidate for supported employment.
- Counselors are hearing many parents request more employment options for their students who are between the ages of 21 and 25.
- Encourage all parents to use their voice, to share their stories, to share what is working, and what is not.

Work Skills Challenge 2017:

- Purpose: to meet others in their peer group, friendly competitions pertaining to job application completion, interviewing, and general knowledge quiz.
- Two locations: Austin & Northfield; over 120 students participated from 16 schools

PAES

- HVED will be opening two new PAES labs.
- They will be getting trained in how to operate a PAES lab in late July; email Crystal Schroeder (CSchroeder@hved.org) if you are interested in this training.

College Programs (specific to those with disabilities):

- Currently, Bethel & Ridgewater in Willmar have programs
- MNSCU is looking for programs to pilot Work Skills programs
- RCTC had one called Occupational Skills Program but has recently stopped offering it (2 years ago maybe)



Pre-Employment Transition Services:

- **Job Exploration Counseling**
- **Work-based Learning Experiences**
- **Counseling: Post-Secondary Options**
- **Workplace Readiness and Independent Living**
- **Instruction in Self-Advocacy**

Professional Development Opportunities ("wish list"):

- School trainings on Olmstead, Vocational Rehab Services, and Pre-employment Transition Services (Pre-ETS)
- Self-advocacy strategies
- Person Centered Thinking
- Student led IEP's
- Strategies to make local connections for employment
- Denise Bissonette – books for participants
- My role, your role, our role (education, DHS, VRS, DEED)
- WBL Coordinator meetings with CTE staff/Perkins staff
- What questions to ask & document for IEP teams
- Examples of what supported employment setting approval looks like
- Bring Alyss Kelin down to discuss the impact of Olmstead & WIOA
- Mentor program with transition settings
- Regional rec & leisure opportunities

For the 2017-2018 school year, the plans include: create bylaws, discuss regional needs, explore and offer professional development opportunities. The work continues.



Going the Extra Distance

GCED is so fortunate to have dedicated staff members committed to serving our students, our member districts, our communities. *Thank you all.* We would like to recognize Jesse Duden, nominated for and recipient of our Extra Distance award.

Jesse Duden is the essential Team Player. She is the first person to put herself out there to help others, to build and support the team. This comes naturally for Jesse whose dedication and persistence to meet students' needs is phenomenal. Jesse always remains focused on what is best for kids and families, while maintaining a positive view. Her positive attitude is contagious; it also results in positive interactions with colleagues, students, families, and the general public. *Thank you Jesse!*



In the Spotlight: The GCED Team @ The Challenge Games

Yes, we are up to the challenge.

GCED understands a challenge, and yes we are up to it! The 31st annual Challenge Games are hosted by the Red Wing YMCA. The event provides a wonderful team-building opportunity for fifteen local organizations. Teams compete in an array of high-stakes activities: golf, kickball, log rolling, trivia, darts, checkers, and more.

GCED Captain Cindy Luhman loves this event and what it has to offer. "It is just a great way to get everyone together to have some fun." For an organization like GCED, this type of event brings together staff members that do not always see each other. Team members from around the county pitched in to the collective efforts. Highlights include:

- Our GCED Golf Team kicked off the games in style. By the end of 9 holes, the team ended 1 under par.
- RBEC School Resource Officer Brian Mettling scored at Target Shooting.
- Julie Braford bowled her team to two wins, despite what others may say.
- The GCED Dodgeball Team won their games. Some say it was all Nalan while others admit it was a full team effort, including from "Catch King" Weston Johnson.
- Jen Nerison led another volleyball team to victory; this time it wasn't KW's turn; it was GCED's turn.
- Log rolling went well Kristin Kirk and Chris Dalsin, though Chris admits that it looks much easier on You Tube.
- Adam Walther held on to all of the points for Texas Hold 'Em.
- Jesse and Josh Duden had a great time playing badminton; enjoyment is key.
- It wasn't only the Duden's that enjoyed a Challenge Game Date Night; Emily and Mason Grobe enjoyed a game of "Closest to the Hole".
- Deb and Charlie Brown dated over winning games of Cribbage.
- Captain Cindy and partner Julie Walz "won" a game of pool; yes people, winning by forfeit *does* count as a win.
- Kickball was exciting with the team winning their first game 7-0; the second game was tight, but the other team won 3-2.
- The kayaking team of Stacey Anderson, Tira Petersen, Amber Rasmussen, and Abby Wiley earned 50 out of their possible 60 points.
- Brian Mettling and Julie Walz won their games of Bean Bag Toss.



RBEC SRO Brian Mettling at Target Shooting



GCED Bowlers L-R: Josh Nalan, Adam Walther, Julie Braford, Jen Marquardt

- Becky Alsop won her 2nd game of Jenga.
- Skill and lucky cards helped Stacey Anderson and sister win both games of Euchre.
- Checkers. Captain Cindy fired Raymond from checkers, but still was willing to let her come back to work.
- The GCED Trivia team came in second and plan to come back stronger next year.

In the end the GCED Team was unable to hold on to our 2nd place spot from last year. We won "Best T-Shirt Design", thanks to Matt Rodgers' design.

The collective fun created awesome memories, which makes everyone winners. Go GCED!



Minute to Win It Team L-R: Sheri Johnson, Kris Jurgensen, Jayne Molde-Boelding



GCED Golf Team L-R: Matt Rodgers, Patti Flynn, Nicole Gnotke, Josh Nalan



GCED Captain Cindy Luhman



Volleyball Team L-R: Adam Walther, Nicole Gnotke, Erica Tipcke, Jen Nerison, Jake Smith, Josh Nalan



Dodgeball Team L-R: Pastor Justin & Jayne Molde-Boulding, Julie Braford, Weston Johnson, Maggie Helwig, Josh Nalan



Scavenger Hunt Team L-R: Becky Alsop, Emily Grobe, Julie Braford, Abby Wiley



Kickball Team Front Row L-R: Brian Cashman, Julie Walz, Emily Grobe, Stacey Anderson, Erica Tipcke, Josh Nalan, Tira Petersen, Julie Braford; Back Row L-R: Brian Mettling, Anne Harty, Adam Walther



Badminton Team: Jesse and Josh Duden



Closest to the Pin Team: Emily and Mason Grobe



Cribbage Team: Deb and Charlie Brown



Pool Team: Julie Walz and Captain Cindy Luhman



Log Rollers Kristin Kirk and Chris Dalsin



Becky Alsop playing Jenga



Trivia Team L-R: Tira Petersen, Julie Braford, Naomi McCord, Kathy Gronvall, Jillynne Raymond, Deb Brown



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Goodhue County Education District is a group of six southeastern Minnesota school districts: [Cannon Falls](#), [Goodhue](#), [Kenyon-Wanamingo](#), [Lake City](#), [Red Wing](#) and [Zumbrota-Mazeppa](#). Working together, the districts provide effective and efficient educational services and funding for special education programs, staff development, extended and alternative summer school services.