



## Status Report

01615-FY17 NE Metro Consortium Perkins Application

Perkins IV Consortium

Award Year:	2016	
Contract Number:	01615	
Status Report Number:	01	
Submitted By:	Mary Klein	
Submitted Date:	10/16/2017	
Status Report Type:	Annual Performance Report	
Status:	Approved	
Approved By:	Jeralyn Jargo	
Approved Date:	10/26/2017	
Report Period	07/01/2016	06/30/2017
	From Date	To Date

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## Organization Information

**Name:** NE Metro Perkins Consortium

**Organization Type:** MN Perkins Consortium

**Organization Website:**

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

**Goal 1 Narrative:**

Thorough collaboration between secondary and postsecondary, the NE Metro Consortium will continue to implement the use of POS to provide students information and direction to make sound career and college decisions to attain their own career pathway goals. This will include the presentation of adult career pathways. Technical skills assessments will be implemented in all programs with an approved POS. Research of best practices and support for curriculum and professional development will be used to address these goals. Continued collaboration among the member high school CTE and Century staff, as well as those of other postsecondary institutions, will result in additional articulated courses and transition opportunities for students.

An ongoing project of continuous improvement centered around strengthening our programs of study began a number of years ago, when we really looked at our process for articulated credit.

- Revised the articulation agreement form to clarify and guide the important conversations between college faculty and high school teachers that are so necessary to validate the content presented to students.
- Created an Access Database of Century's articulated credits completely separate from the ctecreditmn website. This includes college course name, number of credits, high school, high school course name, high school teacher. This enables us to provide information to both high schools and the college regarding articulated courses.
- Participated in the rewrite of the ctecreditmn website with the outcome of a significantly more efficient and user-friendly tool for students and staff.
- Spent a great deal of time meeting with various departments and staff at the college, to try to craft a plan so that we could have data around the articulations. How many students used them, in which programs, what their success rate was, how many students from the CTC attended Century. We tried a number of different things, all of which proved unsuccessful.
- Two years ago, we looked at our articulated credit process - how and when we brought faculty and teachers together, how their time together was structured etc. and made some significant changes.
- With the infrastructure new and shiny, this past year we began to look at how the students were using their articulated credits. From some of our work with data collection in the past, we were able to get some data and learned that many of the students, at least from the CTC, were not using the articulated credits that they earned. One of the theories that we have is that they don't know how to use them, their parents don't know how to use them, parents and students don't understand the value of an articulated course, or parents and students don't remember that the student earned them.
- So with the intent of a method of disseminating information, we embarked on a project to first gather useful information. Starting with the Business, Management, and Administration Career Field, because that is where we have the most articulations. We created an excel spreadsheet for each high school in our consortium, listing the courses in this field that were articulated, the awards at Century where the articulated course resided, number of credits AND the courses in this field that were available as articulated credits in at the Career and Technical Center. Now that we have a template, my plan is to complete the remaining fields this summer. Next fall, Shelli and I will meet with the high school principals to be sure that they know what is currently available to their students in each field, what it means to their students both financially and academically, and to also give them a tool to strategically look at what they are currently offering in both articulated and concurrent courses and what they might offer in the future. At the same time, we would like to have conversations around how we might be able to get this information to parents.
- Also this past year, in an effort to get information to students and parents, we created a template using our ECAD program as a pilot. We currently have articulations at two consortium high schools for ECAD 2050 Introduction to Inventor. We created a one-pager that congratulated the student on earning articulated credits, explained the monetary value of the course, talked about the field (job titles, duties, salaries, job outlook) and encouraged them to utilize their articulated credits as they continue their education. On the back side of the form is the Model Course Sequence, showing where the articulated course falls. The current plan is to mail 30 or so flyers to the high school teachers with a letter asking them to distribute them to the students earning articulated credit. At least until we can possibly find a better way - ultimately I would like to see them mailed directly home.
- In an attempt to get information directly home to the parents of students earning articulated credit, I am exploring the process for working with MDE to get create some data sharing possibilities. That will be pursued over the summer. Shelli, Jill, Jen and Jason have created a data sharing agreement that is currently in the lawyers hands, but that would be solely for the students at the Career and Technical Center.
- After a number of mis-steps, this past year we were able to develop a process for the students at the CTC. Working with admissions and IT, we now have a link that all students at the CTC go to complete some information, culminating in the generation of a tech Id for eachs students. Next fall, for the first time, we should have accurate data on how many CTC

students use their articulated credits, how many credits are used, what programs they are in, what their GPA is.

Current RPOS Process:

May - Program is chosen

- Looked at programs of study that had existing secondary and post-secondary programs.
- Program has bridge from district to CTC to Century College
- Program has articulated courses

May – July Announcement of RPOS is made to secondary teachers at their summer Perkins professional development, post-secondary faculty at the Perkins Summit and the NE Metro Consortium team. This enables the program to inform their advisory committee and puts that program in a prominent position in stakeholder's thoughts before the academic year begins. The RPOS faculty and teachers are encouraged to seek appropriate professional development opportunities for the following fiscal year. The RPOS faculty and teachers will receive funding for professional development. The importance of informing and involving the advisory committee in the RPOS process is emphasized.

Fall – Perkins Coordinators (Mary and Shelli) meet and discuss all levels of each criterion, getting down on paper what we know to be true, the questions we must ask and the things that we know that we need to work on. This information is recorded on the RPOS template.

Winter – A meeting is scheduled with the secondary and post-secondary faculty to discuss the information now recorded on the RPOS template. This enabled us to confidently place our RPOS in the correct level for each criterion.

October-December – The RPOS is on the agenda of the Fall Advisory Meeting. The template is presented to the Advisory Committee and discussed at the meeting. This assures labor market and industry input in our decision-making process.

In the spirit of continuous improvement, the stakeholders for the RPOS will meet to continue to raise the level of those criteria not currently at level 3.

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

- One of the theories that we have is that students who earn articulated credits don't know how to use them, their parents don't know how to use them, parents and students don't understand the value of an articulated course, or parents and students don't remember that the student earned them. So with the intent of a method of disseminating information, we embarked on a project to first gather useful information. Starting with the Business, Management, and Administration Career Field, because that is where we have the most articulations. We created an excel spreadsheet for each high school in our consortium, listing the courses in this field that were articulated, the awards at Century where the articulated course resided, number of credits AND the courses in this field that were available as articulated credits in at the Career and Technical Center. Now that we have a template, the new Director of K-12 Partnerships will use them in her visits with high consortium high schools as we work to build strong pathways (Programs of Study) with our partners, This will visually illustrate what is currently available to their students in each field, what it means to their students both financially and academically, and to also give them a tool to strategically look at what they are currently offering in both articulated and concurrent courses and what they might offer in the future. At the same time, we would like to have conversations around how we might be able to get this information to parents.
- Several Career immersion activities, Cosmetology and Auto Service Technology conducted immersions with the 916 Career and Technical Center students in the same POS. Engineering, and Filmmaking&Video Production held career immersion in June for consortium high school students.
- Curriculum Development is an important part of our plan. This past year, we funded the complete rewrite of the Autobody Program. This was a collaborative effort between the Autobody and Auto Service Programs creating some common courses between Auto Service Technology and Autobody, offering an AS option, and updating all courses, textbooks, learning outcomes and curriculum for the first time in many years. Also funded was a collaborative project between the liberal arts and Law Enforcement, contextualizing the Report Writing (English) course. Math and Education collaborated to redesign the math required for the Education degree so that it met the requirements of transfer to a four year college.

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

Articulation: 3115 students were enrolled in high school courses that were articulated to Century College courses.

Career Immersions: Engineering - 90 students, Cosmetology: 100 students, Auto Service Technology: 45 students, Filmmaking & Video Production - 15 students.

Curriculum development impacts all present and future students.

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

While they were all successful, the collaboration between the liberal arts and career and technical education is so important.

We will definitely continue to work to break down the barriers and work to contextualize other liberal arts courses.

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## Goal 1 Objectives

### Goal 1 Objectives 1

#### Use of Funds

R2 Programs of Study, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, P7 Equipment Leasing/Purchasing/Upgrading, P8 Teacher Preparation, R2 Programs of Study, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, P7 Equipment Leasing/Purchasing/Upgrading

#### Strategies

1.1 Enhance implementation of Rigorous Program of Study (RPOS), and Programs of Study (POS) throughout the Consortium utilizing the 10 component criteria.

#### Outcomes

1.1.1 Increase awareness of RPOS and the 10 components.

1.1.2 Support POS development in CTE courses.

1.1.3 Support innovative programming for CTE courses.

1.1.4 Faculty and program advisory boards review college POS and Model Course sequences to identify gaps in offering at both the course and program levels.

#### Measures

1.1.1.1 At least one RPOS networking meeting will take place.

1.1.1.2 Selection and development of an additional RPOS.

1.1.1.3 Address the 10 components in consortium meetings.

1.1.2.1 A record is kept of Perkins funded equipment and resources.

1.1.2.2 Continue RFP application process.

1.1.3.1 New and revised courses are developed.

1.1.4.1 Model Course Sequence and College POS are published on the college website.

1.1.4.2 New And revised courses and programs are developed

<b>Post-Secondary Required Activities</b>	\$85,851.05
<b>Post-Secondary Permissible Activities</b>	\$75,000.00
<b>Post-Secondary Reserve</b>	\$40,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$13,414.96
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$214,266.01
<b>Secondary Required Activities</b>	\$77,300.00
<b>Secondary Permissible Activities</b>	\$15,000.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00

<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$92,300.00
<b>Total</b>	\$306,566.01

**Reallocation Explanation**

- 1.1.2.1 Equipment
- 1.1.3.1 New and revised courses are developed

**Goal 1 Objectives 2**

R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R9 Special Populations, P5 Student Organizations , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R9 Special Populations, P5 Student Organizations

**Use of Funds**

**Strategies**

1.2 Continuing professional development support for CTE teachers, faculty, and staff teaching in approved programs and working with students in approved programs.

**Outcomes**

- 1.2.1 Opportunities are provided for CTE staff to participate in consortium sponsored professional development events and to attend conferences and workshops.
- 1.2.2 CTE programs with student organizations will enhance curriculum related to student competition.

**Measures**

- 1.2.1.1 At least twenty CTE staff attend CTE works conference.
- 1.2.1.2 At least ten CTE staff participate in national CTE conferences.
- 1.2.1.3 At least fifteen CTE staff participates in their state professional organization or industry based conference or consortium sponsored professional development.
- 1.2.1.4 Perkins Summit for secondary and post secondary CTE Faculty and staff focusing heavily on sharing best practices.
- 1.2.1.5 Conference Best Practices are shared at monthly NE Metro Consortium Meetings and quarterly Perkins Representative Meetings.
- 1.2.2.1 At least twenty CTE staff who advise CTE student organizations, participate in their state, regional, or national leadership conference with students.
- 1.2.2.2 A record of equipment is kept on file.

<b>Post-Secondary Required Activities</b>	\$23,750.00
<b>Post-Secondary Permissible Activities</b>	\$1,000.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$11,000.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$35,750.00

<b>Secondary Required Activities</b>	\$76,745.00
<b>Secondary Permissible Activities</b>	\$65,000.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$69.05
<b>Secondary Reallocation Reserve</b>	\$1,451.35
<b>Secondary Total</b>	\$143,265.40
<b>Total</b>	\$179,015.40

**Reallocation Explanation**

1.2.1.4 Perkins summit for secondary and post secondary CTE Faculty and staff - Best Practice Conference

**Goal 1 Objectives 3**

**Use of Funds** R6 Assessment , R8 Size/Scope/Quality

**Strategies**

1.3 Technical Skills Assessments (TSA's) are implemented in each CTE approved program for which a state approved POS exists.

**Outcomes**

1.3.1 Program concentrators have the opportunity to take a TSA as they are reaching program completion.'

1.3.2 CTC TSA data is recorded through student's home high school Perkins data report.

1.3.3 Promote continuous program improvement through data analysis.

**Measures**

1.3.1.1 At least one district or CTC program administers an approved TSA in each area for which one has been approved by the state (TSA Coordinator's salary is accounted for in goal 4.)

1.3.1.2 An approved TSA is administrated in each college program with the a state-approved POS.

1.3.2.1 Follow up that all districts correctly report CTC TSA data.

1.3.3.1 Review data analysis results from TSA's.

<b>Post-Secondary Required Activities</b>	\$3,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$3,000.00
<b>Secondary Required Activities</b>	\$25,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00



<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$25,000.00
<b>Total</b>	\$28,000.00

**Reallocation Explanation**

**Goal 1 Objectives 4**

**Use of Funds** R2 Programs of Study, R10 Collaboration, R11 Articulation, 1

**Strategies**

1.4 Continue to offer opportunities for member districts and the CTC to provide dual-enrollment programs for credit with Century College and other colleges.

**Outcomes**

- 1.4.1 Students access courses and programs for which articulation or concurrent enrollment is available.
- 1.4.2 Continuous improvement of statewide articulation website: [www.ctecredit.com](http://www.ctecredit.com)
- 1.4.3 Concurrent Enrollment (CE) and Century College Concurrent Enrollment (CCCE) courses offered at CTC.
- 1.4.4 Pathway to Postsecondary committee identifies needs for high school course sequencing and credit transfer.
- 1.4.5 Further opportunities are explored to encourage the recipients of articulated credit from Century College to enroll here and utilize those credits in the completion of their award.

**Measures**

- 1.4.1.1 Member district staff participation in an annual articulation meeting offered at Century College.
- 1.4.1.2 Establish a baseline number of students who earn college credit for successful participation in articulated courses.
- 1.4.1.3 Increase by 20% the number of students who enroll in concurrent enrollment at Century College.
- 1.4.1.4 Pathway maps will be completed for each pathway that each consortium high school has articulated credits. These will show articulated credits available at both their high school and the 916 Career and Technical Center and the Century College awards where they can be used.
- 1.4.1.5 Secondary and post-secondary coordinators will schedule meetings with the principal (or designee) at each consortium high school once the pathway maps are completed
- 1.4.2.1 Participate in the continuous improvement of the website.
- 1.4.3.1 Addition of two CE classes offered at CTC involving two new college programs.
- 1.4.4.1 Creation of a clear pathway model which includes 2+2+2.
- 1.4.4.2 Initiate one new CTE concurrent enrollment course with Century and a consortium high school.
- 1.4.5.1 Letter Congratulating each student earning articulated credit which will include information about the award the credit can be used, salary data and job forecast for that award or pathway and how to utilize the credit once they enroll at Century.

<b>Post-Secondary Required Activities</b>	\$1,500.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$1,500.00
<b>Secondary Required Activities</b>	\$13,615.00

Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$13,615.00
Total	\$15,115.00
Reallocation Explanation	

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

### Goal 2 Narrative:

Advisory meetings are linked to the POS articulation meetings, which heightens the understanding of all aspects of industry. The consortium will promote the development and enhancements of work based learning opportunities for students as well as internships or job shadow opportunities for educators. Collaborative efforts with the workforce centers and economic development continue to be a priority for the consortium.

**QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)**

Most of the 43 programs at Century have advisory committees. We have secondary representation from the Career and Technical Center (CTC) on our EMS, IT, Dental, Cosmetology, Auto, and VCT Programs.

This next year, secondary and postsecondary Perkins have dedicated employee time to creating a strategic plan to strengthen the secondary advisory committees in our consortium.

**QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?**

Our advisory committees have been invaluable to our programs and therefore our students.

- curriculum review and input to current skills needed in industry
- advice on latest equipment to give students competitive advantage after college
- internships
- donations
- guest speakers in the classroom, mock interviews in classroom
- industry tours for classes
- service learning opportunities

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

Our business and industry partners are vital in collaborating with faculty to create work-based learning opportunities. See attached document.

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## Goal 2 Objectives

### Goal 2 Objectives 1

#### Use of Funds

R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences

#### Strategies

2.1 Provide opportunities for staff and students to get into community businesses.

#### Outcomes

2.1.1 Summer industry tours for educators offer oppurtunities for staff to learn all aspects of industry.

2.1.2 Feildtrips are supported in memeber high schools and at the CTC.

2.1.3 CTE teachers have the oppurtunity to experience intense internships/job shadows.

#### Measures

2.1.1.1 Three tour dates, wirth two tours per day, are offered. Thirty staff participate.

2.1.2.1 Four field trips per member high school are supported to enhance Programs of Study/All Aspects of industry in CTE programs.

2.1.3.1 Increase by two the number of teachers that complete an internship or job shadow experience.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$35,637.50
<b>Secondary Permissible Activities</b>	\$15,000.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$50,637.50
<b>Total</b>	\$50,637.50

### Goal 2 Objectives 2

**Use of Funds**

R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R10 Collaboration, P1 Advisory Committees

**Strategies**

2.2 Maintain and enhance staff-business interactions within career fields.

**Outcomes**

2.2.1 Advisory committee meetings are scheduled to assist CTE staff in complying with the advisory committee requirements for Perkins Program approval.

2.2.2 CTC programs examine industry standards as they relate to curriculum.

**Measures**

2.2.1.1 Agenda will include discussion of advisory committee recommended equipment and resources for CTE programs, minutes of advisory meetings indicate sharing of best practices and labor market information.

2.2.1.2 Support resources in CTE classes upon advisory committee recommendations.

2.2.1.3 Connect networking meeting and advisory committee in order to strengthen programs of study.

2.2.1.4 Reach out to local business/industry community clubs and organizations.

2.2.2.1 CTC district in-services (3) focus on standards evaluation.

**Post-Secondary Required Activities** \$0.00

**Post-Secondary Permissible Activities** \$0.00

**Reallocation Explanation**

**Post-Secondary Reserve** \$0.00

**Post-Secondary Admin Cost** \$0.00

**Post-Secondary Reallocation Basic** \$0.00

**Post-Secondary Reallocation Reserve** \$0.00

**Post-Secondary Total** \$0.00

**Secondary Required Activities** \$35,000.00

**Secondary Permissible Activities** \$0.00

**Secondary Reserve** \$0.00

**Secondary Admin Cost** \$0.00

**Secondary Reallocation Basic** \$0.00

**Secondary Reallocation Reserve** \$0.00

**Secondary Total** \$35,000.00

**Total** \$35,000.00

**Goal 2 Objectives 3**

**Use of Funds**

R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences

**Strategies**

2.3 Assist member high schools in providing work based learning experiences for students

**Outcomes**

2.3.1 Work experience and/or internship programs are supported in member high schools and CTC

2.3.2 Research opportunities for potential collaboration with local Work Force Centers.

**Measures**

2.3.1.1 Networks exist for work experience which meet two times during the year.

2.3.2.1 Share reports with consortium.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$10,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$10,000.00
<b>Total</b>	\$10,000.00

**Goal 2 Objectives 4**

**Use of Funds** R2 Programs of Study, R3 All Aspects of an Industry, P3 Work-Based Experiences, P6 Mentoring/Support Services

**Strategies**

2.4 Provide education on value of and methods to obtain work-based learning experiences for Century College CTE students.

**Outcomes**

2.4.1 Continued collaboration on workshop support services development with CTE programs with internship components.

2.4.2 Continued collaboration with Service Learning Department.

**Measures**

2.4.1.1 Expand Formal communications to faculty regarding support for students preparing to apply for internship to include email 2x a term with summary of services.

2.4.2.1 Offer continued training on job posting site (College Central Network) to service learning staff regarding service learning module, internship and reporting functions.

2.4.2.2 Host new model of job fair 2x a year: Experiential Learning Pathway Fair called Job and Volunteer Service Fair that includes service learning, volunteer, internship and full-time jobs in career field.

2.4.2.3 Record of activities will be kept.

<b>Post-Secondary Required Activities</b>	\$35,574.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$35,574.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$35,574.00

**Goal 2 Objectives 5**

**Use of Funds** R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition

**Strategies**

2.5 Develop and enhance students' professionalism and marketability to employers.

**Outcomes**

2.5.1 Offer a professional interactive Business Etiquette Dinner once a year to CTE students covering professionalism and etiquette.

2.5.2 Offer additional professional development/etiquette workshops on campus covering professionalism topics.

**Measures**

2.5.1.1 Increase CTE Programs Participation by 5%

2.5.2.1 Develop new topics/offerings and present during Academic year i.e. job search boot camp/readiness workshop series.

<b>Post-Secondary Required Activities</b>	\$30,074.00
<b>Post-Secondary Permissible Activities</b>	\$3,500.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$33,574.00

Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
<b>Total</b>	<b>\$33,574.00</b>

**Goal 2 Objectives 6**

**Use of Funds** R8 Size/Scope/Quality, R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition

**Strategies**

2.6 Identify professional development and job search readiness needs specific to programs.

**Outcomes**

2.6.1 Increased collaboration with the faculty results in offering job search readiness sessions/workshops/activities specifically to their programs' needs.

**Measures**

2.6.1.1 Increase the presence in classroom or specified scheduled events by 5%.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
<b>Reallocation Explanation</b>	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
<b>Total</b>	<b>\$0.00</b>

**Goal 2 Objectives 7**

**Use of Funds**

R10 Collaboration, P10 Student Transition

**Strategies**

2.7 Offer an identified space - a Career Service Resource Room - open for all students to work on job readiness.

**Outcomes**

2.7.1 Present Job Readiness Workshop series in Career Services Resource Room including resume writing, cover letter development, positive communication and job search strategies.

2.7.2 Promote space to employers for use of presentations, recruitment and as an on campus interview space.

2.7.3 Distribute promotional materials about Career Services Resources Room

**Measures**

2.7.1.1 Increase amount of workshop sessions by 5%

2.7.3.1 Create promotional materials for Career Services Resource Room: Students, Faculty and Employers. Create information specifically for newly designed website.

<b>Post-Secondary Required Activities</b>	\$30,573.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$30,573.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$30,573.00

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### **Goal 3: Improve Service to Special Populations**

**Goal 3 Narrative:**



The consortium will continue to emphasize access to and success of students in nontraditional programs. Technical assistance will continue to be sought for improvement in this area. Curriculum development and professional development will be supported to serve special populations and underserved students through curriculum modifications and accommodations. Collaborative events furthering this goal will be promoted with vocational rehabilitation, workforce centers, and other agencies focused on special populations. Special services are enhanced through Perkins resources. High school to postsecondary and postsecondary to work transitions are supported by the consortium.

The Institute for Culturally Responsive Pedagogy was created about a year ago at Century College thanks to the hard work of a number of people and a grant to fund it. It has been offered several times, open to all faculty.

Through a CTE Leadership grant, we were able to take that curriculum and focus it more on the students, faculty and programs in CTE. We piloted the adapted program this spring and are very happy with the results. The people that attended were engaged and pleased with the experience. They felt that they left with more understanding of both themselves and some of the issues as well as tools to use in their classrooms.

Century recently was the recipient of a 5-year Asian American Native American Pacific Islander Serving Institutions Program Proposal (AANAPISI). Within this grant, the faculty of the programs that were chosen to be involved in the grant, are required to attend ICRP. We will use the adapted curriculum for this faculty training. The work done in this pilot will be used in the AANAPISI grant.

We are also exploring ICRP for staff, which would make the experience more inclusive and also develop a more culturally aware staff who are often the front line with students.

**QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?**

x

**QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?**

- Presentations were created collaboratively with Century Access Services and Perkins funded CTE specialist and delivered at the spring and fall semester's Student Success days about how to utilize access services and to develop learning style. Also, presented a workshop to the Ulead summer program on what Access Services program is in college.
- Visited nine top feeder high schools in the region for spring semester, promoting Access Services to high school parents and students. Shared the Resource Guide with all high schools.
- Pathway advising - the Perkins funded CTE specialists advised the Applied Design and Industry pathway. Students with academic alerts received follow-up email(s) and/or phone call(s) from their assigned advisor who referred them to appropriate resources, advised them on next steps, and scheduled follow-up meetings. Katie Pierre met with Applied Design and Industry Pathway (ADIP) faculty on a monthly basis as part of the Pathways workgroup. Attended Open Days pathway workgroup meeting. Additionally, annual meetings were held with ABOD, AST, HORT, COS, HVAC, FACM, WLDG, and INTD. Faculty consulted with regularly on a case by case basis to increase student participation, retention, and completion. 666 advising meetings were held with individual students.

**QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.**

- Nontraditional retention rates documented necessity to develop solutions to improve nontraditional retention. Improved 5P1.
- Data showing number of students needing developmental reading prompted a collaboration with several area high schools to articulate successful completion of their reading program to reading 990 at the college. Upon completion of the articulated course, those students are successfully testing as college ready for reading.

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## Goal 3 Objectives

### Goal 3 Objectives 1

#### Use of Funds

R3 All Aspects of an Industry, R9 Special Populations, P3 Work-Based Experiences

#### Strategies

3.1 Career development and transition opportunities for students with special needs are available.

#### Outcomes

3.1.1 Transition programs are available and supported for students with special needs in all member schools.

3.1.2 Work based learning instructors are supported in enhancing their career development knowledge.

#### Measures

3.1.1.1 All work-experience disabled program students develop an individual learning plan.

3.1.2.1 Record of curriculum enhancements is reported and shared.

<b>Post-Secondary Required Activities</b>	\$0.00
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#### Reallocation Explanation

<b>Post-Secondary Permissible Activities</b>	\$0.00
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<b>Post-Secondary Reserve</b>	\$0.00
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<b>Post-Secondary Total</b>	\$0.00
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<b>Secondary Required Activities</b>	\$10,000.00
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<b>Secondary Permissible Activities</b>	\$0.00
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<b>Secondary Reserve</b>	\$28,384.10
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<b>Secondary Total</b>	\$38,384.10
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<b>Total</b>	\$38,384.10
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### Goal 3 Objectives 2

#### Use of Funds

R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition, R6 Assessment , R10 Collaboration

#### Strategies

3.2 Provide opportunities for students to explore and prepare for non-traditional careers.

#### Outcomes

3.2.1 With the help of alumni and other female role models in IT, redesign of the Women Are IT! Support group will be explored. (This is a result of the IWITTS training founded by MNSCU CTE.)

3.2.2 Career and Technical Education Specialists continue to support non-traditional career activities.

3.2.3 Additional MCIS site licenses will be available for special population use

#### Measures

3.2.1.1 With the help of the ITT faculty, a list of interested role models will be created.

3.2.1.2 The list will be contacted to determine level of involvement with the support group, and also to compile their stories.

3.2.1.3 A record of activities will be kept.

3.2.3.1 District use of MCIS is included in Individualized Learning Plan (ILP)

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$30,983.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$30,983.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$3,000.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$3,000.00
<b>Total</b>	\$33,983.00

### **Goal 3 Objectives 3**

#### **Use of Funds**

R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition

#### **Strategies**

3.3 Collaborate with non-education agencies (Workforce Centers and STEM Equity Pipeline) in providing programs and services for special populations.

#### **Outcomes**

3.3.1 Work Skills Days, a collaborative effort between Workforce Centers, CTIC's and the respective schools are supported.

#### **Measures**

3.3.1.1 Work Skills Days take place in member high schools, and serve one hundred students.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$6,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$6,000.00
<b>Total</b>	\$6,000.00

### **Goal 3 Objectives 4**

#### **Use of Funds**

R8 Size/Scope/Quality, R10 Collaboration, P4 Additional Special Populations

**Strategies**

3.4 Technical Assistance is recieved from MnSCU for non-traditional participation data improvement.

**Outcomes**

3.4.1 Based on the Post-secondary Perkins Team involvement in the iWITTS training, a Woman in IT Recruitment Plan initially developed during the training is assessed and modified by the Women in IT Recruitment Leadership Team.

**Measures**

- 3.4.1.1 Recruitment plan will be finalized.
- 3.4.1.2 Recruitment plan will be implemented.
- 3.4.2.1 Revised improvement plan for 5P1 and 5P2 will be implemented.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 3 Objectives 5**

**Use of Funds** R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R9 Special Populations, P6 Mentoring/Support Services

**Strategies**

3.5 Develope, improve and expand academic and technical support through the use of technology for special populations.

**Outcomes**

- 3.5.1 Administer a Livescribe Smartpen check-out program.
- 3.5.2 Update Access and East Academic Support Webpage to increase awareness and knowledge of resources available for students with disabilities.

**Measures**

- 3.5.1.1 Record number of students involved in program.
- 3.5.1.2 Increase visibility of Livescribe Program to faculty and students through enhanced marketing to college.
- 3.5.2.1 Webpage will be updated.

<b>Post-Secondary Required Activities</b>	\$16,503.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$0.00

<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$16,503.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$16,503.00

**Goal 3 Objectives 6**

**Use of Funds** R9 Special Populations, P6 Mentoring/Support Services, P10 Student Transition

**Strategies**

3.6 Explore needs of students with disabilities as they transition to college and careers.

**Outcomes**

3.6.1 Working with Access Services to provide workshops and materials regarding students with disabilities transitioning from high school to college to graduating CTC students, parents, and consortium caseworkers.

**Measures**

3.6.1.1 Workshop and materials will be developed.

3.6.1.2 Workshops will be presented to a variety of audiences including the following (Spring) students and caseworkers and (Fall) parents and other groups are requested.

3.6.1.3 Number of attendees will be recorded.

<b>Post-Secondary Required Activities</b>	\$17,253.00
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**Reallocation Explanation**

<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$17,253.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$17,253.00

**Goal 3 Objectives 7**

**Use of Funds** P10 Student Transition

**Strategies**

3.7 Provide Tutors Linked to Classes (TLC) in Designated Career and Technical Education Programs.

**Outcomes**

3.7.1 Students in CTE classes with access to TLC support are more likely to have a "C or better" and be "less likely to withdraw" and more likely to be retained.

**Measures**

- 3.7.1.1 Withdrawal rates in identified CTE classes supported by TLC are decreased.
- 3.7.1.2 Grades of "C or better" are increased in identified CTE classes supported by TLC.
- 3.7.1.3 Student retention is increased in CTE classes supported by TLC.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$10,000.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$10,000.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$10,000.00

**Goal 3 Objectives 8**

**Use of Funds** R9 Special Populations, R10 Collaboration

**Strategies**

3.8 Strengthen Relationship with Century College Access Center.

**Outcomes**

3.8.1 Explore the development of increased collaboration between the Century College Access Center and the East Academic Support Center.

**Measures**

3.8.1.1 New collaborations will be recorded.

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Reallocation Explanation</b>	
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$0.00

**Goal 3 Objectives 9**

**Use of Funds**

P10 Student Transition

**Strategies**

3.9 Support students in newly emerging Career Pathways Model.

**Outcomes**

- 3.9.1 Provide direct support to students in the Applied Design and Industrial Pathway (ADIP) area.
- 3.9.2 Work with ADIP programs to meet students' advising needs
- 3.9.3 Other advising responsibilities.
- 3.9.4 Data collection process will be developed.

**Measures**

- 3.9.1.1 Assist students in advising meetings including petitions, appeals, and 150% max credit limit plans, course selection, DARS, transferring, paperwork, policies, referrals.
- 3.9.1.2 Follow-up with students receiving academic alerts.
- 3.9.1.3 Develop and disseminate customized communication process.
- 3.9.2.1 Develop a system with the faculty in pathway area to stay abreast of program changes.
- 3.9.2.2 Consult with faculty on course selection and program requirements.
- 3.9.3.1 Attend advising trainings.
- 3.9.3.2 Attend advising meetings (ACC).
- 3.9.3.3 Support pathways days.
- 3.9.3.4 Work with advising leadership to represent and better meet needs of East Campus students.
- 3.9.4.1 Will include number and type of students served.

**Post-Secondary Required Activities** \$0.00

**Reallocation Explanation**

**Post-Secondary Permissible Activities** \$0.00

**Post-Secondary Reserve** \$0.00

**Post-Secondary Total** \$0.00

**Secondary Required Activities** \$0.00

**Secondary Permissible Activities** \$0.00

**Secondary Reserve** \$0.00

**Secondary Total** \$0.00

**Total** \$0.00

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

**Goal 4 Narrative:**

The consortium provides leadership to the integration of academics into career and technical education, both at the secondary and postsecondary level. High schools have an obligation to the consortium to assure that every student has an individualized learning plan and has received grade appropriate career exploration opportunities. Collaborative relationships among the members are encouraged, to expand strengthen, and document a continuum of services that will promote smooth student transitions from secondary to post secondary and from post-secondary to employment. College readiness continues to be a focus of programming activities which will encourage and develop district programs, promote partnerships and improve post-secondary student success.

**QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.**

130 articulated courses with area high schools in CTE were offered - 3115 students participated.  
33 concurrent enrollment courses were offered. 1013 students participated.

**QUESTION: To what degree and in what ways are these advanced credit courses transcribed on the students high school record and on college transcripts?**

The articulated credits appear on the students college transcript after they enroll at Century and complete one college course at Century. They appear as a transfer credit and in most cases count for the college course on the articulation agreement. In the case of Auto Service and Interior Design, the student must still enroll in and complete the Century course but pay for a reduced number of credits.

The concurrent students enroll in Century and are Century students from the first day of class. Concurrent courses are transcribed and those courses and grades are a part of their permanent college transcript.



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## Goal 4 Objectives

### Goal 4 Objectives 1

#### Use of Funds

R1 Academic Integration , R5 Professional Development , R8 Size/Scope/Quality

#### Strategies

4.1 Assist member district CTE, CTC, and Century program staff in the identification and integration of academic curriculum into career and technical education courses.

#### Outcomes

4.1.1 Academic interventions continue in CTC programs with an Accuplacer requirement.

4.1.2 Member district CTE programs reevaluate incorporation of literacy into their curriculum.

4.1.3 Literacy coach will assist in the development of the process of aligning academic standards with curriculum in CTE classes.

#### Measures

4.1.1.1 75% of CTC students pass at last one accuplacer requirement for their program of study.

4.1.2.1 Two member district CTE programs incorporate literacy to enhance curriculum.

4.1.2.2 Improve 1S2 consortium data

4.1.3.1 Two CTC programs align literacy academic standards with curriculum.

#### Reallocation Explanation

Post-Secondary Required Activities	\$11,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$5,827.17
Post-Secondary Total	\$16,827.17
Secondary Required Activities	\$15,046.78
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$15,046.78
Total	\$31,873.95

### Goal 4 Objectives 2

#### Use of Funds

R2 Programs of Study, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition

#### Strategies

4.2 Use the Pathway to Post Secondary initiative to enhance partnerships with Century College in order to strengthen transitions for students.

#### Outcomes

- 4.2.1 Career centers are supported at consortium high schools.
- 4.2.2 Create seamless transition for CTC students to continue at Century College.
- 4.2.3 CTC instructors maintain PLP process in their programs.
- 4.2.4 Present to visiting consortium middle and high school groups about career exploration/transition and CTE programs.

**Measures**

- 4.2.1.1 Student transitions from high school to postsecondary are enhanced by activities and resources.
- 4.2.1.2 All member district high schools have access to MCIS information.
- 4.2.2.1 Collaborate to develop and strengthen processes for partnership development, transitions, and dual credit
- 4.2.3.1 All CTC students complete Professional Learning Plan (PLP) and 80% meet next step goal.
- 4.2.4.1 Number of students served will be recorded.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$12,503.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$12,503.00
<b>Secondary Required Activities</b>	\$5,000.00
<b>Secondary Permissible Activities</b>	\$10,000.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$38,268.00
<b>Total</b>	\$50,771.00

**Goal 4 Objectives 3**

<b>Use of Funds</b>	R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, P6 Mentoring/Support Services, P10 Student Transition
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**Strategies**

- 4.3 Provide support services to CTC students.

**Outcomes**

- 4.3.1 The College Readiness Workshop Series is presented to CTC students.
- 4.3.2 Accuplacer tests are administered to CTC students free of charge.
- 4.3.3 Strengthen pathway from CTC to Century College.

**Measures**

- 4.3.1.1 All CTC students participate in the College Readiness Workshop series.
- 4.3.2.1 400 CTC students complete the Accuplacer
- 4.3.3.1 Establish baseline of transcribed and articulated college credits used by students enrolled at Century College beyond high school.
- 4.3.3.2 Work in support of Partnership Team with goal of enabling seamless transitions.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$35,243.00
<b>Post-Secondary Permissible Activities</b>	\$1,000.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$36,243.00
<b>Secondary Required Activities</b>	\$2,800.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$2,800.00
<b>Total</b>	\$39,043.00

**Goal 4 Objectives 4**

**Use of Funds** R2 Programs of Study, R3 All Aspects of an Industry, P10 Student Transition

**Strategies**

4.4 Assist CTE students, including special populations and adult learning, in their transition using Credit for Prior Learning.

**Outcomes**

- 4.4.1 Credit for Prior Learning Pilot will be maintained through education and marketing of the program.
- 4.4.2 Meet individually with interested students to identify and implement Credit for Prior Learning opportunities.
- 4.4.3 Individual Portfolio process developed in FY16 will be evaluated.
- 4.4.4 Evaluate the military occupations crosswalk that was completed in FY16.

**Measures**

- 4.4.1.1 Conduct Credit for Prior Learning presentations to faculty and staff during Century College Fall Opening Days, Department Meetings and continue meetings with faculty individually.
- 4.4.1.2 Present Credit for Prior Learning presentation to students during Student Success Day and Career Pathway Day in FY17.
- 4.4.1.3 Coordinate and present Credit for Prior Learning Information Sessions on East and West Campus in Fall and Spring semester of FY17.
- 4.4.1.4 Distribute Credit for Prior Learning brochures to students departments and programs.
- 4.4.1.5 Participate in campus events and resource fairs to promote the Credit for Prior Learning Program.
- 4.4.1.6 Records will be kept.
- 4.4.1.7 Work with Orientation Team to incorporate Credit for Prior Learning information into the New Student Orientation presentation.
- 4.4.1.8 Collaborate with the Admissions Office to utilize existing Credit for Prior Learning options as a recruiting tool for the college.
- 4.4.1.9 Collaborate with the GPS Lifepan Coordinator to offer a Credit for Prior Learning presentation as a GPS workshop.
- 4.4.1.10 Work with the IT Department to convert the Credit by Exam process into a writeable PDF file to be shared with students.
- 4.4.2.1 Records will be maintained to include number of students served, options available, number of credits awarded.
- 4.4.3.1 Submit individual Portfolio proposal to Century College Cabinet for review and approval for implementation by July 1, 2017.
- 4.4.4.1 Determine which programs participated in the crosswalk.
- 4.4.4.2 Share military crosswalk process with programs that have not participated and determine if it is feasible for their program.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$31,346.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$31,346.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$31,346.00

**Goal 4 Objectives 5**

**Use of Funds** R9 Special Populations, P6 Mentoring/Support Services, P10 Student Transition

**Strategies**

4.5 Connect with Adult Pathways to Postsecondary partners to help create a smooth transition for adult learners to college (i.e. Adult Basic Education (ABE), Ability to Benefit (ATB), Workforce Innovation & Opportunity Act (WIOA), Pathways to Prosperity (P2P), Workforce Centers, Goodwill Easter Seals).

**Outcomes**

- 4.5.1 Attend appropriate meetings, trainings, and workshops to keep up to date with initiatives.
- 4.5.2 Assist partners with transition services including college transitions presentations and connecting with resources on campus.
- 4.5.3 Create a document that shows what Century College programs and awards fall into the pathway model used by the WorkForce Center.
- 4.5.4 Provide training to Workforce Center employees explaining the document created in 4.5.3 and familiarizing them with Century College programs and awards.
- 4.5.5 Collaboration will continue on the Youth to Work Grant with the Ramsey County Workforce Center
- 4.5.6 Collaboration will continue with the P2P (formerly FastTrack) Grant, awarding the Computer Skills Certificate.

**Measures**

- 4.5.1.1 A record of activities will be kept.
- 4.5.2.1 A record of activities will be kept.
- 4.5.3.1 Document will be available.
- 4.5.4.1 A record of training and participants will be kept.
- 4.5.5.1 Opportunities for youth will continue to be offered as appropriate.
- 4.5.6.1 Meetings will be held to seek a sustainable model for this very successful program.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$19,138.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$19,138.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$19,138.00

**Goal 4 Objectives 6**

**Use of Funds** R10 Collaboration, P10 Student Transition

**Strategies**

4.6 Provide Opportunities for Students to Explore Careers.

**Outcomes**

- 4.6.1 Explore opportunities to educate parents and high School students about the importance of CTE and career exploration
- 4.6.2 Continue creating opportunities that enable undecided students to explore CTE programs.

**Measures**

- 4.6.1.1 A pilot program will be developed.
- 4.6.2.1 Continue presenting, sharing, and modifying Holland Interest Inventory presentation.

**Reallocation Explanation**

#### 4.6 Career Immersions

##### AST Immersion

3 two-hour sessions presented to all three sections of 916 Career and Tech Center (CTC) AST and Auto Dismantling programs.

##### Filmmaking and Video Production Immersion

2 twelve-hour days - students will break into groups and create a music video and a behind-the-scenes video from start (concept, design) to finish(record, edit)

##### Digital Fabrication Workshop

There will five 3-day sessions of this workshop this year. Students will learn digital software, and create their own projects using the 2D and 3D printers in Century's FabLab. The Bemidji 360 Manufacturing Grant is funding most of this, but we are leveraging the Perkins grant this year. (This project was initiated through Perkins four years ago.

##### GS Connectz

This is a daylong exploration of health careers for GS in 11<sup>th</sup> and 12<sup>th</sup> grade. Collaboration with Health Force One. W

##### ELL Career Exploration

Career Exploration in the trades. We know that many ELL do not even know what the careers are and this will gently introduce them to some career opportunities they are not familiar with. (Leveraging Perkins Reallocated funds and Adult Pathways grant.)

<b>Post-Secondary Required Activities</b>	\$35,241.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$43,307.67
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$43,307.67

#### **Goal 4 Objectives 7**

**Use of Funds** R9 Special Populations, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition

##### **Strategies**

4.7 Enhance and communicate services available to CTE students in the East Academic Support Center.

##### **Outcomes**

4.7.1 Increase awareness of the services available to CTE students in the East Academic Support Center (EASC).

4.7.2 Provide support services to CTE students via the EASC.

4.7.3 Develop data collection process for services provided.

##### **Measures**

- 4.7.1.1 Utilize outreach marketing tools with EASC bookmarks, campus monitors, presentations on services.
- 4.7.1.2 Promote CTE Awareness month.
- 4.7.1.3 Hold EASC Open House during fall and spring semesters.
- 4.7.1.4 A record of activities will be kept.
- 4.7.2.1 Develop partnerships with West Campus departments to provide services on East Campus.
- 4.7.2.2 Being available for "walk-in" students.
- 4.7.2.3 Provide graduation application presentations to CTE programs.
- 4.7.3.1 Track student visits through scanner for the following services: tutoring, CPL, Walk-ins, and advising appointments.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$48,244.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$48,244.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$48,244.00

**Goal 4 Objectives 8**

**Use of Funds** P10 Student Transition

**Strategies**

4.8 As part of our Improvement Plan for 5P1 we will pilot the women in IT Recruitment Plan created as a result of the Century Perkins Team participation in the IWITTS training.

**Outcomes**

- 4.8.1 The leadership committee created as a result of the IWITTS training will be convened at least 3 times in FY17.
- 4.8.2 The list of female role models assembled in FY16 will be utilized.
- 4.8.3 A Women in IT Event will be held at Century College.
- 4.8.4 A Women in IT Boot Camp will be held in Summer 2017.

**Measures**

- 4.8.1.1 The leadership team will discuss the retention plan and discuss adjustments and enhancements.
- 4.8.1.2 The plan will be adapted.
- 4.8.1.3 Meeting minutes will be available.
- 4.8.2.1 The role models will each submit the story of their journey.
- 4.8.2.2 These anecdotes will be assembled and made available to interested women.
- 4.8.3.1 The role models will attend events and participate on panels and in conversations with attendees.
- 4.8.3.2 Participant numbers will be recorded.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$2,000.00
<b>Post-Secondary Permissible Activities</b>	\$0.00

Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$2,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$2,000.00

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

### Goal 5 Narrative:

The organizational structure of the consortium continues to enhance programs and services for CTE students in all member districts. The current practice of having K-12 and college students co-located within facilities will continue, as great success in bringing consortium members together-administration, faculty, and students - has been a result. Each year a greater collaboration of planning and delivery of CTE programming takes place by consortium leadership.

#### QUESTION: What activities were conducted that help sustain the consortium?

The Northeast Metro Consortium Coordinators officially met monthly, but actually had at least weekly meetings. At these meetings, we planned our collaborative activities, discussed and brainstormed solutions to barriers and planned for the next fiscal year.

The Northeast Metro Leadership team met monthly. It consists of all of the Perkins-funded positions and the deans that supervised them. (Next year the VP of Academic Affairs and the VP of Student Affairs will join us whenever possible.) The work of the Perkins team will be integrated into the work of the college to a much greater degree in the next fiscal year. The leadership team will change in composition in FY18.

The secondary Perkins representatives (one from each high school) met quarterly with the secondary and postsecondary Perkins coordinators. This enables each high school to offer input and also bring information back to their respective high schools. The secondary Perkins coordinator shares that information with the leadership team.

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

The college (Century) is represented: It consists of all of the Perkins-funded positions and the deans that supervised them. All consortium high schools are represented: The secondary Perkins representatives (one from each high school) met quarterly with the secondary and postsecondary Perkins coordinators.

#### QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

The coordinators met often and discussed the input received from high school perkins representatives, perkins funded employees, information received at CTC and college committee meetings, teachers and faculty.

The Perkins coordinators first looked at the Performance Indicators to identify areas that needed financial and staff resources. As we made plans to develop our FY18 plan, we determined that our nontraditional participation would be a collaborative focus for FY18. We are dedicating a .5 position to plan and implement activities around nontrad participation. We are also collaboratively funding another position that will focus part of their time on nontrad participation.

We also looked at the secondary advisory committees and the challenges that high school teachers face in creating them. We wrote part of a position into the plan to develop a pilot to bring high schools with similar programs together for a joint advisory.

#### QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?



We apply for most of the system office CTE grants. This year we applied for the CPIP grant for FY18. Postsecondary uses the leveraged equipment fund, and other grants such as the AANAPISI, Solar, O&P TAACCCT grants to purchase equipment, support curriculum writing, support retention activities and professional development.

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## Goal 5 Objectives

### Goal 5 Objectives 1

#### Use of Funds

R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration

#### Strategies

5.1 Coordinate communications and Perkins implementation within the consortium.

#### Outcomes

5.1.1 Maintain the secondary communications network.

5.1.2 Coordinate the RFP process for distributing Perkins resources within the consortium.

5.1.3 Consortium leadership staff participate and present in professional development such as Perkins meetings, workshops and conferences.

5.1.4 Northeast Metro Perkins Consortium Leadership Team meets monthly

5.1.5 Northeast Metro Perkins Consortium Communication Plan is continued and enhanced

#### Measures

5.1.1.1 Maintain website of consortium activities and resources using Google Docs for access by all districts.

5.1.1.2 Perkins representatives attend 4 quarterly consortium meetings.

5.1.2.1 Grant documentation is completed for all resources being distributed.

5.1.2.2 Financial records are available for all completed local grant awards.

5.1.3.1 The consortium is represented at all state meetings.

5.1.3.2 Attendance at state or national workshops and conferences relevant to Perkins administration

5.1.4.1 Agenda and minutes are available

5.1.5.1 Plan to create a communications blog

#### Description

##### Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$77,474.91
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$4,801.09
Secondary Admin Cost	\$14,478.58

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$96,754.58
Total	\$96,754.58

**Goal 5 Objectives 2**

**Use of Funds** R8 Size/Scope/Quality

**Strategies**

5.2 Maintain and enhance communication regarding Perkins activities, opportunities and impacts for faculty, staff, parents, and students.

**Outcomes**

5.2.1 Northeast Metro Consortium Communication plan is followed and enhanced.

5.2.2 Brief annual report is published.

**Measures**

5.2.1.1 The NE Metro Consortium Leadership Team discusses enhancements to the communications plan at a monthly meeting.

5.5.5.1 The report is disseminated at the Perkins Summit.

**Description**

**Reallocation Explanation**

Post-Secondary Required Activities	\$16,216.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,216.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$16,216.00

**Goal 5 Objectives 3**

**Use of Funds** R10 Collaboration

**Strategies**

5.3 Maintain Northeast Metro Perkins Leadership Team secondary and postsecondary collaborative activities.

**Outcomes**

5.3.1 Collaboration, communication planning, and growth on required activities is enhanced.

**Measures**

5.3.1.1 Agenda and minutes are available.

5.3.1.2 Strength finder activities are included at Perkins Team meetings to continue to strengthen the team.

5.3.1.3 Communication styles will be explored using the Myers-Briggs framework.

**Description**

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$16,216.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$16,216.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$16,216.00

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**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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### Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	<b>\$0.00</b>

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### Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

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### Verification

I have looked over these budget numbers.

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### Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Emergency and Fire Management Services

RPOS FY17 NEM.pdf

## Progress Update for Programs of Study and TSA

**QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.**

*Please be sure to include progress on technical skill assessments in your explanation.*

Our consortium has seven (the state required number) state approved programs of study and one Rigorous Program of study. We applied for a CPIP grant in FY17 for FY18, A major focus of our grant will be to update MNPOS and develop new state approved programs of study.

We also plan to develop a second RPOS in FY18.

In FY17, we added a NOCTI TSA in our Business Program.

## Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Health Science Technology	Health Science	Diagnostic Services	Radiologic Technician	Century College		End of Program		
Human Services	Law, Public Safety, Corrections, and Security	Emergency and Fire Management Services	Paramedic			End of Program		
Agriculture, Food, & Natural Resources	Agriculture, Food, and Natural Resources	Plant Systems	Agriculture-FFA	Forest Lake		Spring		
Human Services	Law, Public Safety, Corrections, and Security	Law Enforcement Services	Law Enforcement - Criminal Justice	Career Tech Center and Century College		Spring		
Foundation Knowledge and Skills	Foundation Knowledge and Skills	Foundation Knowledge & Skills	Cosmetology	Career Tech Center		Spring		

Health Science Technology	Health Science	Therapeutics Services	Medical Careers and PS Nursing	Career Tech Center and Century College	Spring
Business, Management, & Administration	Marketing	Marketing Management	Marketing	Mounds View High School	Spring
Human Services	Human Services	Early Childhood Development and Services	Education and Human Services	Career Tech Center	Spring
Human Services		Personal Care Services	Cosmetology	Century College	Spring
Arts, Communication, & Information Systems	Information Technology	Network Systems	S-Comp. Hardware Software and Game Design PS-ITT	Career Tech Center and Century College	Spring
Engineering, Manufacturing, & Technology		Facility and Mobile Equipment Maintenance	Auto Technology	Career Tech Center and Century college	S-Spring PS-End of Program
Health Science Technology	Health Science	Therapeutics Services	Dental Assisting	Century College	End of Program
Business, Management, & Administration	Finance	Accounting	Accounting	Century college	Spring
Arts, Communication, & Information Systems		Visual Arts	Design Interactive Media and VCT	Career Tech Center and Century College	Spring



Engineering, Manufacturing, & Technology Architecture and Construction Design/Pre - construction Interior Design Century College Spring

Engineering, Manufacturing, & Technology Architecture and Construction Construction Occupation Career Tech Center Spring

Agriculture, Food, & Natural Resources Plant Systems Agriculture - FFA Forest Lake Spring

Foundation Knowledge and Skills Foundation Knowledge and Skills Foundation Knowledge & Skills Skills USA Mounds View High School Spring

Business, Management, & Administration Administrative Support Office Technology Century College Spring

Health Science Technology Support Services Medical Assisting Career Tech Center Century College End of Program

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## Improvement Report

### Improvement Report 1

<b>Indicator Not Met:</b>	2S1 Technical Skill Attainment
<b>Negotiated Performance:</b>	54.0
<b>Actual Performance:</b>	46.69

**General strategies planned to improve performance:**

The consortium leadership will encourage instructors offering TSA's to choose an appropriate test, by offering pre- and post-testing to all students in each program to assure teachers curriculum alligns with standards. Our TSA coordiantor has also scheduled to host a summer workshop for teachers offering TSA's to analyze data, trends, and improve student success.

**Comments or context for actual performance (optional):**

### Improvement Report 2

<b>Indicator Not Met:</b>	3P1 Student retention or transfer
<b>Negotiated Performance:</b>	50.50
<b>Actual Performance:</b>	45.25

**General strategies planned to improve performance:**

I plan to contact Katie Vaccari at the system office to better understand this Performance Indicator. As Institutional Effectiveness was not able to meet with us regarding this data this year, perhaps Katie can show me how I can chart the programs that are having the greates prolem with retention or transfer.

**Comments or context for actual performance (optional):**

### Improvement Report 3

<b>Indicator Not Met:</b>	4P1 Student placement
<b>Negotiated Performance:</b>	86.70
<b>Actual Performance:</b>	85.53

**General strategies planned to improve performance:**

I plan to contact Katie Vaccari at the System Office to see if there is a particular program where our placement rates are low. We can then work with that program and career Services to see what can be done to improve placement for that program.

**Comments or context for actual performance (optional):**

### Improvement Report 4

<b>Indicator Not Met:</b>	4S1 Student graduation rate
<b>Negotiated Performance:</b>	92.3
<b>Actual Performance:</b>	90.49

**General strategies planned to improve performance:**

The consotrium leadership recognize that graduation rates are an area of concern. We plan to generate awareness of the concern and identify those schools that need additional support for high school graduation for CTE concentrators by using the local district data. Perkins representatives will be responsible for implementing change at the district level. Continue discussions about CTE concentrators graduating at the consortium meetings.

Comments or context for actual performance (optional):

## Improvement Report 5

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	26.96
Actual Performance:	22.59

### General strategies planned to improve performance:

We will continue to seek Technical Assistance from the state. We will continue to pursue professional development in this area. We will continue to focus on programs that are non-traditional by gender in our career immersions, tours and high school presentations.

Comments or context for actual performance (optional):

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## Status Report on Improvement Report and Plan

**QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.**

3P1 and 4S1- NE Metro consortium formed a collaborative team working with Tools for Schools and Mark Perna. We worked on planning this collaboration beginning in January 2017 and the team completed their initial training in May and June 2017. We continued our work in FY18, This work is integrated throughout the college and CTC. In November we are bringing the rest of the districts to campus to introduce them to this work and encourage them to implement it in their schools. This work will play a large role in increasing retention.

4P1 - I did not complete this work. I will learn EPM-11 this year.

5P1 - Our efforts did not bring us to even the 90% threshold for this indicator. We realize that we need a more dedicated and focused approach to meeting this indicator. To that end, .5 of a position was written into the FY18 plan, as well as several line items to fund nontrad activities.

**QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.**

As we developed our FY18 plan, deans, vice presidents, perkins funded positions, and faculty were involved in creating the improvement plans and reports. IE updated the spreadsheet that shows nontrad participation in our nontrad programs as well as the impact that each program has on the indicator.

**QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?**

The college is always working to improve both retention and placement, so i am anticipating that 3P1 and 4P1 will continue to improve.

Since 5P1 is based on a 3 year cohort, our efforts this year will not be evident for several years.

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## Improvement Plan Action Steps

### Improvement Plan Action Steps 1

Indicator Number (i.e. 1S1 or 2P1)

2S1 Technical Skill Attainment

#### Action Steps to improve the performance

1. Encourage instructors offering TSA's to choose an appropriate test
2. Continue to offer pre- and post- testing to all students in each program to assure teachers curriculum alligns with standards
3. Host a summer workshop for teachers offering TSA's to analyze data, trends, and improve student success

Funding to support the TSA coordinator position

#### Resources Needed

Planning and curriculum writing time

Addition of TSA options for teachers

#### Timeline

June 16, 2016 - June 30th, 2017

#### Person(s) Responsible

Erick Lehet (TSA coordinator), Shelli Sowles (secondary Perkins coordinator), CTE teachers offering a TSA

#### How will progress be documented?

Data reports are available to teachers after testing. The summer data workshop will assist teachers in selecting the correct TSA as well as modifying curriculum. The changes will be tracked by Erick Lehet.

*Could be by demographic characteristic, school, program, other*

#### Sub-populations or groups where gap exists:

Students that are in program that is Non-traditional by gender do not show gaps in TSA achievement. However there are gaps in the passing rate for specific program areas, listed below.

#### Describe any contextual factors that might contribute to this gap:

Teachers at the secondary level are teaching broad entry level curriculum, and the TSA assessments are credential specific. see below

#### Further Information

*Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:*

The SkillsUSA Computer Repair Specialist Assessment did not go well for Instructor Dave Paehlke in our Computer Hardware Game Design Program. Instructor Paehlke was looking for a shorter assessment than the NOCTI exam. The assessment had questions about Operating systems and laptops which are not covered until semester 2. The class had an overall average of 55.8%, higher than the state average of 54.6%, but less than the 60% score needed to pass. We have since switched back to the NOCTI with improved results.

The CareerTech Testing Advanced Design-Graphic Designer Assessment did not go well for Instructor Connie DeMillo in our Design and Digital Media program. Our instructor was looking for a cheaper alternative to the Adobe Photoshop Assessment. The Career Tech Assessment had a lot of questions about Printing Surface and Project Management that our program does not cover. The class had an average of 46.4%, well less than the 70% passing score needed.

The secondary Cosmetology program took the SkillsUSA Cosmetology Assessment as well as the SkillsUSA Employability Assessment. All Instructors Dawn Goebel, Katie Wallisch and Carol Bengtson decided to try the SkillsUSA assessments as they are members of the organization. The classes average score was 68.4% on Cosmetology, less than the 70% score needed. Feedback from students and staff was the assessment covered many areas covered in year 2 of a full-time college program. The class average was 65.3% on the Employability Assessment, less than the 73% needed to pass. We have switched to the Customer Service Assessment from SkillUSA which is a better fit for the state mandated curriculum and procedures.

**Improvement Plan Supporting Documents (optional, not required)**

**Improvement Plan Action Steps 2**

**Indicator Number (i.e. 1S1 or 2P1)**

5P1 Nontraditional participation

**Action Steps to improve the performance**

1. We will continue to seek Technical Assistance from the state.
2. We will continue to pursue professional development in this area to try to learn about state and national best practices.
3. We will continue to focus on programs that are non-traditional by gender in our career immersions, tours and high school presentations.

**Resources Needed**

Technical Assistance from the State.

**Timeline**

FY17

**Person(s) Responsible**

Mary Klein

**How will progress be documented?**

Record of assistance, professional development and non-traditional by gender activities and presentations will be kept.

*Could be by demographic characteristic, school, program, other*

**Sub-populations or groups where gap exists:**

Programs non-traditional by gender.

**Describe any contextual factors that might contribute to this gap:**

Gender related fields have historically been dictated by society,

## Further Information

*Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed above:*

This performance indicator continues to be a problem for Century. As I looked at our awards, we have a majority of programs that are non-traditional by gender. Century College offers 146 awards in Career and Technical Education. 86 of those awards are non-traditional by gender. So, 59% of our awards are non-traditional by gender. We continue to work to challenge the societal construct that creates the perception of what is "normal" for each gender to pursue as a career.

## Improvement Plan Supporting Documents (optional, not required)

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## Other Information

**Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.**

Our efforts did not bring us to even the 90% threshold for this indicator. We realize that we need a more dedicated and focused approach to meeting this indicator. To that end, .5 of a position was written into the FY18 plan, as well as several line items to fund nontrad activities.

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## Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

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## Attachments

File Name	Description	File Size
ServiceLearning_Internships_Externships_Spreadsheet (1).xlsx	Work based learning opportunities - Century.	17 KB

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## Other Summary Comments

**QUESTION: Summary Comments**

*If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.*

We did not meet 5P1. As outlined in our Improvement plan and report, we are focusing both personnel and financial resources to meet that indicator.

Print this page

## Status and Validation

RPOS:	<input checked="" type="radio"/> RPOS
Approval Status:	<input type="radio"/> In Progress <input type="radio"/> Inactive/Archive <input type="radio"/> Submitted to Consortium <input type="radio"/> Approved by Consortium <input type="radio"/> Submitted to State <input checked="" type="radio"/> Approved by State
Date of this status:	05-16-2014
Publishing Status:	Internal

## Rating for the Rigorous Programs of Study Components (RPOS)

Level 1    Level 2    Level 3

	Level 1	Level 2	Level 3
<b>Legislation and Policies:</b> Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Partnerships:</b> Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Professional Development:</b> Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Accountability and Evaluation Systems:</b> Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>College and Career Readiness Standards:</b> Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Course Sequences:</b> Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Credit Transfer Agreements:</b> Credit transfer agreements provide opportunities for secondary students to be awarded transcribed postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Guidance Counseling and Academics:</b> Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
<b>Teaching and Learning Strategies:</b> Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Technical Skills Assessments:</b> National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

## HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade

<b>Language Arts</b>	Language Arts 9 Meets MDE graduation requirements	Language Arts 10Meets MDE graduation requirements	Language Arts 11Meets MDE graduation requirements	Language Arts 12Meets MDE graduation requirements
	Language Arts 9	Language Arts 10	Language Arts 11-12	Language Arts 11-12
	Honors Language Arts 9	Honors Language Arts 10	See Course Catalog for current listing	See Course Catalog for current listing
	See Course Catalog for current listing	See Course Catalog for current listing		
<b>Math</b>	Math 9Meets MDE graduation requirements	Math 10Meets MDE graduation requirements	Math 11Meets MDE graduation requirements	Math 11-12Meets MDE graduation requirements
	Math 9	Math 10	Math 11-12	Math 11-12
	See Course Catalog for current listing	See Course Catalog for current listing	See Course Catalog for current listing	See Course Catalog for current listing
<b>Science</b>	Scienc 9Meets MDE graduation requirements	Science 10Meets MDE graduation requirements	Science 11Meets MDE graduation requirements	Science 12Meets MDE graduation requirements
	Physical Science	Biology	11th Grade Science	12th Grade Science
	Honors Physical Science	See Course Catalog for current listing	Earth Science	Environmental Science
	See Course Catalog for current listing		See Course Catalog for current listing	See Course Catalog for current listing
<b>Social Studies</b>	Social Studies 9Meets MDE graduation requirements	Social Studies 10Meets MDE graduation requirements	Social Studies 11Meets MDE graduation requirements	Social Studies 12Meets MDE graduation requirements
	Human Geography	U.S. History	11-12 Social Studies	11-12 Social Studies
	See Course Catalog for current listing	See Course Catalog for current listing	See Course Catalog for current listing	See Course Catalog for current listing
<b>Other Requirements</b>	Meets MDE graduation requirements	Meets MDE graduation requirements	Meets MDE graduation requirements	Meets MDE graduation requirements
	1 Credit of Physical Education	1 Credit of Physical Education	1 Credit of Physical Education	1 Credit of Physical Education
	Art 9	Art 10	Art 11	See Course Catalog for current listing
	See Course Catalog for current listing	See Course Catalog for current listing	See Course Catalog for current listing	
<b>Career and Technical Electives for College Credit</b>	OEC	OEC	Emergency Medical Technician	OEC
		Nursing Assistant	OEC	Nursing Assistant
				First Responder



		See Course Catalog for current listing	Nursing Assistant First Responder EMT1 EMT 2 Sports Medicine 916 CTC Law Enforcement (ACC) 916 CTC Emergency Medical Technician (ACC) See Course Catalog for current listing	EMT 1 EMT 2 Medical Internship 1 Medical Internship 2 Sports Medicine 916 CTC Law Enforcement (ACC) 916 CTC Emergency Medical Technician (ACC) See Course Catalog for current listing
<b>Career and Technical Electives</b>	Personal Money Management  See Course Catalog for current listing	Psychology  See Course Catalog for current listing	Sports Medicine  See Course Catalog for current listing	
<b>Other Suggested Electives</b>				
<b>Legend:</b> <b>ACC:</b> Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.				

### High School Enhanced Learning

<b>Work-Based Learning</b>	
<b>Service Learning</b>	National Honor Society, Panther Mentors
<b>College Preparation</b>	
<b>Student Organizations</b>	OEC, FCCLA, Student Senate, Student Council

### Post-Secondary Connections

2-Year College	Program	4-Year University	Program
Century College	Emergency Medical Services		

Century College	Emergency Medical Services - Paramedic		
Century College	Emergency Medical Services - Paramedic		
Century College	Fire Services		

### College & University Enhanced Learning

<b>Work-Based Learning</b>	
<b>Service Learning</b>	
<b>Career Preparation &amp; National Accreditation</b>	Student Success Day
<b>Student Organizations</b>	Student Senate

### Industry-Related Certifications

Certification Name	Certifying Organization
Nursing	
EMT	

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