

Minnesota Annual Performance Report (APR) FY20

FY20 Northeast Metro Consortium
Northeast Metro Consortium

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

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

The Northeast Metro Consortium utilized professional development training sessions designed to engage various constituency groups around the topic of programs of study in addition to an array of topics which included utilizing DEED employment trend data.

NE Metro Meetings and Professional Development for 2019-2020

Via postsecondary and secondary collaboration, the consortia worked together to support district leadership with this professional development series. These meetings provided opportunities for district leadership teams to learn about local employment data and strengthening CTE programs in high schools to align to DEED data (see NE Metro Meetings/PD for 19-20 link above).

Secondary schools focused on creating quality pathways at our schools and collecting data for CLNA. Perkins Leaders were provided with program of study recommendations on how they can improve the quality, scope, design, and sequence of their current CTE programs. Personalized feedback was shared at meetings regarding teacher licensing, course recommendations (name changes, alignment of courses), opportunities for early college credit and discussions on how to best utilize Perkins funds. Local DEED employment data was shared at every Perkins Leader meeting with conversations around how to meet our local labor force needs now and in the next ten years. Knowing our consortium had seven priority POS if districts did not have plans to improve their programs in these areas, conversations with their Perkins leader was conducted by the secondary Perkins Coordinator. These calls and/or visits helped guide them on how to grow, develop and innovate these programs. Work Based Learning professional development was new for our secondary Perkins Leaders since many if not all have had little to no work with any WBL programs. Growing our WBL programs has been helped by our consultant, Laurie McKenzie, along with Chisago and Forest Lake who are leading the way with work-based learning for ALL students.

Postsecondary: During the transition year at the Postsecondary level, efforts focused on collecting data from many stakeholders during the Needs Assessment process. Feedback was solicited during several meetings to ascertain how CTE programs viewed their program strengths, weakness, and program needs as we transitioned to Perkins V. Information provided included what are programs of study, career pathway alignment, Perkins V legislation and the CLNA process. The needs assessment process enabled us to determine greater alignment is needed in several CTE programs. The process also indicated the need for a greater focus on professional development between teachers and faculty to increase knowledge about POS, to support CTE teacher knowledge, and Century College course sequences to build early credit articulation agreements.

A few examples of how century college is working to improve programs are:

Century College designed and implemented a Multiple Measures placement framework to improve student success and better determine how placement testing can provide a strategy to assist decrease time to degree completion.

Secondary to Postsecondary Common Curriculum Alignment Activities: The Perkins leadership team is directly engaged with consortium partners through articulation meetings, outreach activities and provides technical assistance to district leadership.

CVF brought teachers on campus to provide instructional modeling.

Education program conducted information sessions with teachers about EDUC pathway resource in terms of alignment.

District Leadership and Perkins leaders were trained on the ACTE quality rubric and consortia professional development activities were aligned with rubric criteria.

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

Data decisions were made by using DEED and our consortium's student enrollment data by program. These data points helped guide our Perkins Leaders to identify seven POS as our priority programs based on size, scope, and quality. These seven programs were given priority when it came to accessing Perkins funds. Once all priority programs requests were funded, remaining funds were disbursed to support other programs that were identified as a need by our local employment data, Washington County Workforce, and local advisory boards.

An example of one program where funds were used to support a program of study is the postsecondary EMS program. Program faculty created new program delivery methods and format content for 6 courses in the paramedic program that included: 1. Development of online content to encompass 100% of the didactic portion—a major paradigm shift, 2. Ensured online content adheres to evidence-based quality elements and smart practices, 3. Organization a periodically occurring colloquium for skills assessment, 4. Create new clinical/field internship sites and revise current sites to meet the needs of the new format and incorporate firefighting elements for the new Paramedic Fire Science AAS. Additionally, program faculty involved in this project integrated a peer review process of the online content to ensure quality and appropriate rigor, that adhered to Quality Matters standards or a comparable program.

The development of these online courses facilitated the EMS programs ability to expand the reach of the program into other geographical areas of the state through an online platform. Implementation of this project during the 2019 calendar year, positioned the program to deliver course instruction particularly given, the unforeseen pandemic. This project also addressed an identified need in our Needs Assessment plan and compliments phase one of the EMS program simulation lab project.

Secondary Wise - All EMT programs were supported with updated industry grade equipment for students to practice and test on skills needed for industry certifications.

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

All Century College and secondary school CTE programs are required to have advisory committees that meet twice a year. Secondary schools share their agendas with their Perkins Coordinator. Findings from our Needs Assessment process indicated that advisory committee members viewed their engagement with the college as a core strength of advisory committees. They also felt this mechanism enabled them to inform CTE programs on trends, issues, and technological innovations used in industry while also informing them of skills students need when entering the workforce.

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A promising initiative is the development of a faculty and teacher externships project with the White Bear Lake chamber of commerce. This collaborative initiative (Liberal Arts programs, local Business, and CTE programs - Business, Criminal Justice/Law Enforcement, EMS, and Manufacturing), provides a unique professional development for faculty to experience unfamiliar CTE career fields. The externships are directed at faculty in the liberal arts with courses that are required in career program degrees (e.g., there are Sociology courses in several of Century's career program degrees). Due to the pandemic this project was paused but we expect to re-start the project sometime during the FY20-21 academic year.

Post-secondary and secondary representation were represented on the Washington County Workforce Development Board Meetings and Youth Action Teams. NEME grant with Youth Apprenticeship (Mounds View, White Bear Lake, Roseville, and CTC) and supported the MNDOT/White Bear Lake School District expanding potential transportation training that was paused due to Covid. White Bear Lake Chamber of Commerce partnership for fall Health Science Career Fair for secondary, post-secondary and community members. Attending state Chamber of Commerce Business Education Network Partner Meetings and monthly meeting with White Bear Chamber of Commerce. Attended Career Academies Convening Conference in February facilitated by the Twin Cities United Way. Forest Lake and Chisago have strong partnerships with their local employers who are very active supporting their CTE programs and have students visiting their work sites, hosting virtual and in-person meetings with students and are part of their districts work based learning programs. Stillwater is working with their local Chamber of Commerce and building their employer connections while others are working through their district level advisory meetings to grow their partnerships. Mounds View has a strong model with the support of district leadership that has spent 1-2 years building relationships and are now moving to their next phase of co-funding and externships/WBL.

The Career Services department continued partnerships with business and industry. During the academic year they moved to virtual job fairs, job shadowing, and employment skills training sessions to maintain partnerships.

The college demonstrates partnership with industry through our leveraged equipment process. During the FY19-20 academic year the college allocated \$ 90,755 to this process. This process enables the institution secure donated equipment directly from industry and enhances delivery of instruction by use of technologically relevant equipment.

Successes and challenges

Initially on both levels' partnerships were growing and gaining traction till Covid hit our country. All businesses needed to pause and focus on their own company as they moved to survival mode. Relationships with these groups and employers, continue through a virtual platform and plans are beginning to move ahead as we work to life after Covid as we work on FY 21.

Secondary CTSO's

Our consortium added two new student organizations this year. One new BPA and the other is DECA. Advisors of our CTSO's use their advisory members, local employers, and Chambers of Commerce to support their student's projects, competition judging and financial support. Local Chambers of Commerce have really stepped up their help till competitions were halted in the spring. CTSO's have been a strength in our consortium.

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

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

One area that needed attention was to increase diversity in non-traditional programs specifically in the Education, IT and LE/PS programs.

What resources were used to address this goal? Resources used were not in the financial form but in leadership with partners. Examples of how we supported this area are the following:

- Law Enforcement - Career Fairs in partnership with local law enforcement departments, met with local LE employers to identify opportunities, Tim O'Neill presented/shared DEED data which was distributed to leadership at Century and our secondary students. Meeting with secondary Perkins leaders to encourage adding additional Law Enforcement/Public safety courses especially if a pathway has started but not fully developed.
- Education - Working individually with secondary schools to encourage movement from CIS-education to MN state education pathway, outreach to current education instructors, encouraging schools to consider ADDING education if not currently being offered & educating high schools on the education transfer pathway
- IT- Century College guided the unpacking of IT programs/pathways and cross-walked with high school registration guides through virtual, in-person and professional development. Additional work is being planned in 20-21.
- Professional Development - with secondary school counselors and career and college readiness specialists. Law Enforcement, Education and IT were all covered in-depth during our in-person training this past January. Follow ups on each of these programs were shared to be disbursed at our secondary schools.
- High School Counselor Training Spring 2020 (Sue/Sarah) Topics - new Accuplacer, articulation agreements, career trees use, TSA/Certifications. Students that were struggling were documented for teachers and administrators to follow up with to ensure success and help where needed.

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The colleges' Access Center provides support to students with documented disabilities. The office identified the need to support these students. The department implemented use of Assistive Technology which has long been identified as a best practice in meeting the needs of this learner population. The technology is designed to help individuals with disabilities work around challenges so they can learn, communicate and function in their chosen academic program. Within the first few days of launch, the tool was accessed by over 900 students.

In addition, the Access Center is implementing use of Accessible Information Management (AIM) technology. This tool significantly enhances the Access Center's ability to provide student accommodations. Students can sign up online to schedule their exams with the Access Center, the system notifies Access Center staff when the student will be testing, and it also notifies the faculty member to provide the Access Center the exam for the student. This software enables the Access Center to leverage the systems many capabilities thereby maximizing the delivery of services to students. Due to COVID the college experienced a delay installing and full utilization of the tool. We expect to provide more information regarding use of this important tool by special population students during the FY20-21 academic year.

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

At the postsecondary level, the Career Services office provides an array of services designed to engage both students and area employers to enhance student employability and workplace skills. The office utilizes job fairs, professional development networking events, and technology that enhances all students and particularly underrepresented students' ability to access career opportunities. The office deployed a new technology in FY20 (Conover), based on information from area employers who indicated a need for prospective student employees to have soft skills when entering the workplace. Use of this technology is an important skill development tool for CTE students.

Secondary schools provided CTE support to special populations through their high school counselors, school leaders and CTE teachers. Our best route to student enrollment is through our secondary school counselors who work individually with students. DEED In-demand occupation data was shared with Perkins Leaders at every single meeting to be distributed at our consortium high schools. New special population data was distributed and discussed for each district and in our consortium.

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

Century College's Tutors Linked to Classes (TLC) project has been a successful strategy providing important academic support for students. The TLC strategy supports students in two phases of their academic journey by supporting prerequisite course work. Courses that have a TLC tutor, students are more likely to earn a C or better. TLC data indicates students in courses with TLC tutors are more successful, they obtain higher GPA's, have lower withdrawal rates and higher retention. Additionally, in specific TLC supported CTE courses, these tutors impact the ability of students to be successful as they enter and complete their chosen CTE academic program.

In the TLC program, 49% of tutors are first generation Pell eligible and tutors represent demographics of the college and special populations.

Also, many of our CTE programs have labs with TA's to supplement instruction and support increased student success.

•Secondary schools monitored CTE course grades on summative and formative assessments. If students were not being successful at mid-term, CTE teachers contacted students and parents to identify a plan to improve their grades. Students that did not show improvement were contacted by either their guidance counselor, dean, AP, or other school leadership personnel as the next step.

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

Secondary and Post-secondary offered/attended Career Fairs with representatives from the field who are non-traditional, career exploration videos and marketing with a non-traditional focus. While students were visiting schools/campuses, efforts were made to have school ambassadors represent a diverse student population including non-trads.

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

At the postsecondary level, a strategy to increase support and access to resources for students with disabilities was championed by the college's Access Center through the debut of software technology that enhanced the provision of services for this learner group. More details about this effort are noted under the first bullet point for question number 4.

Secondary wise it is hard to say how our efforts impacted our non-trad enrollment since students do not provide data as to why they selected to enroll in a class. It is important for students to see themselves in a career fields especially when there is a diversity gap which in our case is non-trad. Students have shared verbal reasons with instructors, but the impact of our efforts are hard to track.

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

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

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The Northeast Metro Consortium conducts several professional development meetings designed to educate and update secondary CTE teachers and postsecondary CTE faculty regarding early-credit opportunities available to students. Using a collaborative approach both secondary and postsecondary Perkins teams cluster these meeting by career pathway. This approach enables us to move from a one-and-done style to a more interactive training session which provides an opportunity to more strategic and forward thinking to meet the professional development needs of attendees. Meeting content includes information about the articulation agreement process, concurrent enrollment options, employer trend data from DEED, CTE Credit MN, the Career Tree concept and use of strategies to integrate the concept into course curriculum. Regional articulation agreements are successful in programs that Century College does not offer such as early childhood, culinary, animal science and construction. Our challenge is in students using their earned credits and having data to support our efforts.

The Director of Academic Partnerships works with consortia districts to build early credit into secondary programs of study, in instances when high school teachers meet the college credential requirements.

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

The Perkins Northeast Consortium relies strongly on a collaborative approach in providing transition activities for students through our secondary Perkins transition specialist. Our specialist shared and created student outreach activities, but some had to switch to a virtual model due to COVID and several events were cancelled. These activities directly and indirectly play an important role in introducing students to both college and career pathways.

Perkins Out Reach Activities:

Concurrent Enrollment Tours/Visits: Campus visit students from (WBL, No. St. Paul); Northeast Metro 916 Career and Technical students tour West Campus; NSP students tour Additive and Digital Manufacturing Program. Total attendance - 290.

Developmental Education Tour: NSP/Tartan Students participate in Passport to Century Activity. Total attendance - 120.

FAFSA Presentation: How to apply for FAFSA and Financial Aid. Total Attendance 875.

Financial Aid Workshops - Assist students with FAFSA & Dream Act applications. Total Attendance 30.

Century Scholarship Presentations/Assistance: Students provided Century Scholarships information and Scholarship Application Assistance. Total Attendance - 105.

Reality Check Event: Budgeting Skills. Total attendance - 875.

Accuplacer Testing & Strategies: Total attendance - 600.

Support for the transition of Adults is addressed via partnerships with ABE region V, and the work includes aligning industry credentials (Comp TIA) with required courses in related post-secondary pathways. The consortia secured two 'All Learning Counts' grants designed to support a closer look at processes that impact timely award of community-based partner credit for prior learning awards.

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

- Innovation- LE statewide curriculum framework, Health Science Technology, IT, supporting innovative classes and instructional approaches to support virtual and in-person learning, focusing CTE coursework supporting all learners
- Expanded CMAE based on internal assessment
- Adding new entry level CTE courses at 916 to meet the needs of our special populations and our local employers needs in nursing, auto and hospitality.
- Health Science classes have added new equipment with embedded technology to learn, practice and develop skills needed to become certified in their fields.
- FCS classes are expanding their Food Science programs and integrating new instructional approaches that brings live kitchen demos to each workspace.
- Innovative use of technology to support virtual and in-person learning to meet Covid safety guidelines
- Barriers: Covid-19 took our spring for a loop which is when RFP's are submitted, funding from schools

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

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

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At the postsecondary level Perkins funding for professional development was limited when compared to previous years. An internal process to implemented to ensure a more equitable approach in the use of Perkins funds across CTE programs. The new process required programs requesting Perkins professional development funds to first seek out college or departmental funding after which they could apply for Perkins funds. This process enabled the college to exhaust other funding sources and better leverage Perkins funds to support CTE programs that often might not receive Perkins funds. Perkins funds were used to support professional development activities for the Perkins program administrative team. The total investment of Perkins funds for PD was - \$51,186.

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

Secondary CTE teachers, Perkins leaders, school counselors, district leadership staff, Century faculty and staff, Century College and NEM 916 Perkins leadership team.

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

PD that was conducted or organized by Perkins Coordinators- See below. Sponsored: United Way, Vadnais Heights Economic Development Meetings, industry visits

Perkins Professional Development Activities:
Consortium-MN State CTE Works Conference Nov 5-6, 2019 - \$5,605
All consortium schools sent representatives

Consortium-VISION ACTE National Conference - \$12,490

Secondary- four members attended, one post-secondary

NACEP - \$1440

Mark Perna Training - August 2019 - \$6000
Use of Career Tree Concept, Curriculum integration Strategies

Academies of Rockford, IL - \$4500
Secondary and post-secondary leadership and CTE teachers attended

Perkins Leadership Consortia Training - 11-22-19 - \$234
Focused on developing quality programs of study with district level administrators

High School Counselors Training 12-16-19 - \$311
Program of studies and early college opportunities

ABE Event Training 12-19-19 - \$311

Secondary Perkins Leadership Meetings - \$800
Bi-monthly meetings which include professional development

Secondary In-state PD - \$12,845
Regional articulation meetings, MAAE, DECA, BPA, MBITE, FFA, NRAEF, HOSA -fall leadership.

Secondary In-state PD - \$3,800
Six secondary teachers placed in local businesses in partnership with WBL Chamber

Secondary Out of state - \$2,850
Only fall and winter travel occurred due to Covid

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

Topics: Quality CTE programs, Local Employer Partnerships/Advisory teams, CTSO's, career trees, early learning opportunities, CTE messaging,

Outcomes - Expanding the knowledge and skill base of our secondary Perkins Leadership Teams to prepare them to advocate for growing and developing their CTE programs in their districts. Developing relationships with businesses and keeping current with local employers (changes in curriculum, equipment, and certifications), changes in course titles especially in the trades fields which is evident in local high school registration guides. Increased number of CTE teachers, as we work to align pathways, teachers were identified that are teaching CTE courses but are not licensed. Shared CTE messaging across our consortium as we work to build strong, quality programs. Increasing CTSO opportunities in our schools.

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

•We partner with ABE Transition area V and workforce partners who act as the main point of entry for individuals described in this question. And in those efforts, we have made efforts to align with credit for prior learning awards - also streamline college application processes for individuals coming from ABE and career force and community-based partner organizations

•Secondary districts are just beginning to work with our ALC's. Based on our survey data, many do not offer CTE coursework. As our consortium works to build a stronger transition for secondary students who are struggling at their home high schools, dialogue on how to help students find their passion and future job through CTE is a goal.

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

Affirmative Action Plan Postsecondary - Century College Campus diversity goals are broad and include all staff and faculty combined. Full time faculty of color are underrepresented across all programs. Century is close to achieving diversity targets when staff positions are included. Secondary teacher recruitment for staff of color and underrepresented populations is a priority by each district Human Resource Department. Human Resource staff attend hiring events, recruit widely at colleges and actively recruit a staff that represent their districts diverse student population.

Secondary Actions----As the consortium aligned and evaluated their CTE programs opportunities to add CTE Teachers - schools such as Stillwater, Forest Lake and Mahtomedi have CTE courses being taught by core subject teachers whom, are not licensed in CTE. Our consortium supports these identified teachers to become licensed via portfolio.

Meetings with school districts leadership is a big part of this process. Supporting teachers who have not attended professional development in their field in the last five years and encouraging mentorship with all our new CTE teachers and Perkins Leaders.

Successes----Out-of-field licenses have increased in our consortium with plans to become licensed via portfolio.

Future changes----Identifying more opportunities to support CTE licensure and make program connections across our consortium to build a stronger network.

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

Secondary - Perkins Leaders were provided professional development on work-based learning at our leader meetings. Many if not all had limited knowledge of this program since it was seen by many as a special education program which is evident by our data. Building capacity in our consortium is where we started and are seeing growth in Chisago and Forest Lake who all have staff assigned to develop and grow work-based learning for all students.

Messaging work-based learning to all students is still a challenge. Business and AFNR teachers continue to show success with their internships as part of their coursework but not all programs have built this into their programs. As employers recover from Covid our hope is that work-based learning will grow. It is paused right now, but we are planning on the recovery phase.

Postsecondary - The Century College Career Services department works to engage students in work-based learning opportunities. the department has piloted use of technology designed to increase employability skills of students. This strategy was implemented because of feedback from local employers who communicated that students who participate in internships need certain skill sets to successfully complete the internship experience, and ultimately position themselves for future employment opportunities. The college has also formed a committee to embarked on the work of tracking work-based learning opportunities for students. Building a central tracking infrastructure for experiential learning provides a foundation upon which more data can be collected, and proactive steps taken to enhance work-based learning experiences for students.

The career services department also utilizes the College Central Network (CCN) software. CCN is a job posting website that has over 3,000 century college student accounts. During the 2019 academic year, Career Services reported that 615 new student accounts were created. In any given month between 250-475 opportunities are posted. This technology enables Career Services to serve the needs of students in a user friendly on-line format and provides easily accessible platform for underrepresented students to identify career opportunities.

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

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CTE programs are strong at embedding math, science, and language arts into their curriculums through their project based instructional model. One way our consortium is supporting students with their technical skills is through certifications: ASE, OSHA, ProStart, SERV Safe, EMR, FEMA IS, BLS, Hazardous Materials Awareness, FISDAP, EMT, A+, CISCO, NOCTI computer repair technology, Red Cross Animal First Aid, Precision Exam: Small Companion Animals, NOCTI Marketing, Skills USA Customer Service, OSHA 10 Construction Industry, Welding & amp; Forklift Operator license, Boilers License, OSHA 10 Medical Industry, Personal Care Assistant.

Career programs at Century College use project-based instruction and the career programs include a growing list of industry certifications. noted here are some of the industry certifications that demonstrate support of student's acquisition of technical skills: A+ Certified Technician, Certified Administrative Professional (CAP), Certified Professional Secretary (CPS), Cisco, Community Interpreter Certificate of Completion, Emergency Medical Responder/Technician, LPI-Linux Essentials Certificate, MN Cosmetologist Operator License/Salon Manager License, MN Fire Service Certifications, MN Nursing Assistant, NCLEX-RN, Occupational Safety & amp; Health Administration (OSHA 10) Construction.

The Postsecondary Medical Assisting program provides ongoing clinical instruction affording students the opportunity gain technical skills. Up to 60 students annually engage in clinical externships and the same number of students participate in blood pressure, hearing and vision, BMI screenings, and flu shot clinics.

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

As we reflect on the work during the FY19-20 academic year we believe the following items are points of pride demonstrating the impact of Perkins on the Northeast Metro Consortia.

Postsecondary

Additive and Digital Manufacturing (ADM): Additive and Digital Manufacturing (ADM) program has conducted outreach to our secondary partners in collaboration with Northeast Metro 916 High School Concurrent Enrollment courses. On two occasions program faculty visited North Saint Paul High School teachers and students to share program information and conduct a demonstration using technology/equipment from the program. The college faculty trained instructors and students on the use of a 3D scanner. ADM faculty also coordinated a campus visit of 85 high school students in collaboration with ADM, Biofabrication, ECAD, Engineering, and SOLAR programs to demonstrate new technologies currently in use in industry. Due to the pandemic the number of activities were limited.

ADM/Biofabrication: 3D bioprinting is a rapidly emerging field. As a result, a new Biofabrication Certificate was approved by college's AASC committee. The certificate is a collaboration between Century's Additive and Digital Manufacturing and Biology programs because 3D bioprinting integrates skills and knowledge from a variety of disciplines. In addition to the new courses, new equipment was needed to support implementation of these courses. The certificate is intended to complement a range of 2-year degrees in related disciplines such as biology, ADM, engineering, and chemistry. Students will not only develop workforce skills specific to 3D bioprinting including bio-ink selection and preparation, 3D CAD file development, and bioprinter operation. Students will also acquire skills more widely applicable in the biotechnology and medical manufacturing industries such as quality control, aseptic technique, microscopy and staining, and cell and tissue culture.

Automotive Services Technology (AST) Program: Through direct feedback from their program advisory committee the program received Perkins funds to purchase several pieces of innovative equipment. These purchases enable the program to training students on the use of Autel systems (driver aided technology) and other equipment currently used in industry that was not previously available in AST program.

Emergency Medical Services Simulation Lab Project: The Emergency Medical Services program has embarked on an innovative project to develop a simulation lab. Using cutting-edge technology, the program is using cameras in ambulances and within classrooms to provide simulation experiences for enrolled students. This enables the program to expand its' footprint by offering the programs to distance learners and offers program instructors the ability to evaluate student's technical skills in a virtual environment.

Emergency Medical Services Fire Safety: The program requested funding support for much needed SCUBA's and other fire response equipment. The equipment has a shelf life of 10 years and is integral for student's ability to acquire technical skills in the program.

Education: - PELSB Project: The Education program worked to assess, analyze, implement, and maintain, program requirements as dictated by program approval for Professional Education Licensing Standards Board (PELSB) and the State of Minnesota Education Transfer Pathways.

Joint Equipment Purchase: To address an equipment, need for both the secondary and postsecondary Dental programs, the Northeast Metro Consortium Perkins programs leveraged funding resources to make a joint purchase for the dental program. Sharing this cost enables Perkins to redirect resources to other CTE program funding requests. Perkins also provided funding to the postsecondary secure handheld X-ray machines. These handheld X-ray machines are innovative and there use in industry is increasing. Training students on this cutting-edge technology, provides and edge for our students as they prepare to enter the workforce.

Radiological Technology and Prosthetics Orthotics Programs: These programs do not commonly receive Perkins funds. They requested funding support for new equipment that had been in service for over 10 years. Securing new equipment enables these programs to stay current with industry by training students technological advanced equipment in use in the workforce.

SOLAR Program: As it pertains to student access to CTE programs and potential barriers, the Perkins program supported the purchase of a limited set of lab kits for students enrolled in an introductory course for this program. The cost is significant for these kits and can be a barrier to

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students to the SOLAR program. Students check out these kits from the bookstore at the beginning of the semester and return them to the instructor at end of the semester.

New entry level rigor classes at 916 CTC and White Bear Lake health science, automotive and hospitality/tourism to build opportunities for students.

New Career and College Readiness Coordinators are being added at North, Tartan, Stillwater, and Spring Lake Park to promote CTE.

New CTE classrooms have been built at Roseville Area High School with an amazing automotive center, Manufacturing Center at North Branch setting the stage for growing their CTE courses.

New COS Esti/Nails program- supporting employers need in the area at 916 CTC in partnership with Century College

Health Science programs- integrating new technology being used in the field and to practice skills for certifications, expanding offerings at Forest Lake

Manufacturing programs expanding in Centennial, Chisago, North Branch, Forest Lake, White Bear Lake, Mounds View, and Roseville.