



Grant Details

01590 - FY17 Perkins IV Application

02016 - FY17 NE Metro Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY17 NE Metro Consortium Perkins Application
Grant Number: 01615
Grant Status: Underway
Comments:
Applicant Organization: NE Metro Perkins Consortium
Grantee Contact: Mary Klein
Award Year: 2016
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 08/08/2016 Contract Received 07/01/2016 Contract Executed 06/30/2017
Project Dates: Proposal Date 08/08/2016 Project Start 07/01/2016 Project End 06/30/2017
Grant Administrator: Debra Wilcox-Hsu

Non-System Communication Log

Inter-System Grantee Correspondence

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Century College		
Centennial Area Schools	01 public school district	
NE Metro Career and Technical Center	06 intermediate district	
Columbia Heights Area Schools	01 public school district	
Fridley Area Schools	01 public school district	
North Branch Area Schools	01 public school district	
Chisago Lakes Area School	01 public school district	
Forest Lake Area School	01 public school district	
Fridley Area Schools	01 public school district	
Mahtomedi Area School	01 public school district	
Mounds View Area Schools	01 public school district	
North St Paul - Maplewood - Oakdale Area Schools	01 public school district	
Roseville Area Schools	01 public school district	
South Washington County Schools	01 public school district	
Spring Lake Park Area Schools	01 public school district	
St Anthony Area Schools	01 public school district	
Stillwater Area Schools	01 public school district	
White Bear Lake Area Schools	01 public school district	

Summary Narrative Pt. 1

Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

Our plan supports CTE programs in our consortium through focused funding centered on the goals of the Perkins Grant and guided by the needs in both the districts and the college programs

The RFP process for the secondary districts was developed using the Google apps format, which helps guide applicants to apply for funding based on grant goals. Awards are established in alignment with federal Perkins grant goals, rather than allocations per district. Areas that have received innovative support in FY16 (secondary) included Mahtomedi High School Culinary Arts program, North St Paul High School Construction program, White Bear Lake Manufacturing program, and Fridley High School Technology program.

At the secondary and post-secondary level, curriculum development is supported, based on all aspects of industry as suggested by our advisory boards and involvement with program industry partners. The relationships with industry strengthen our programs, by keeping the content current and keeping our faculty current and connected. A program is never in a final form as our world keeps changing causing industry standards to change and evolve.

Specifically, in FY16, we have continued to support the update of the Solar Program curriculum. Century is committed to the Solar Program and is currently in the process of constructing a new solar lab in the space that the FabLab previously occupied. Perkins also supported some additional equipment for solar that changes in the industry and curriculum necessitated. As a result of the two-day energy workshop for high school science teachers that was held last summer at Century, there will be a concurrent course at Mounds View High School in FY17 for ESCI 1040 Energy Concepts, (3 credits.) This is a required non-technical course for our Energy Technical Specialist AAS degree program and will provide a direct pathway, with transcribed credit into our solar degree. Century will be sponsoring the two-day energy workshop for science teachers again in the summer of 2016.

In FY16, an entry level welding certificate was approved for FY17. The certificate development was funded by Perkins in FY16. This new certificate requires the creation and writing curriculum for a new course which was funded in FY17. The approval of this certificate is a great addition to the CTE programming at Century. The next logical step is to explore whether the welding course that is currently articulated at the Career and Technical Center will meet the requirements of the newly approved welding certificate.

In FY16, an Additive and Digital Manufacturing Degree was approved for Century. Perkins has funded equipment that will be used in that degree. In our FY17 plan, we are supporting professional development that will be used in teaching the courses for that degree.

We have continued to expand concurrent enrollment offerings at the CTC. In Fall 2015, three courses were offered concurrently: ECT 1001 PC Hardware and Software (4 credits), EMS 1010 AHA BLS for the Healthcare Provider (1 credit), and EMS 1015 Emergency Medical Responder (3 credits.) In Spring 2016 five courses were offered concurrently: CJS 2081 Police in the Community (3 credits), EMSB 1020 Emergency Medical Technician (9 credits), EMS 1010 AHA BLS for the Healthcare Provider (1 credit), COS 1000 Preclinical Introduction (3 credits), COS 1007 Preclinical Hair Styling and Design (3 credits).

In our Automotive Body Technician Diploma there is a 3-credit, goal 1 communications requirement. It is always difficult for our students to fit this into their schedule, as the Auto Body program is a cohort model and they have Auto Body classes from 7:30am-2:30pm. In our FY17 plan, we are piloting a contextual communication course for our Auto Body Program, so the Auto Body students would take the course together as a cohort at a specific time. The courses that fulfill the Goal 1 requirement are often difficult for this group of students who love to work on cars, and we believe that having the opportunity to take a communication course that is contextualized to what they are passionate about and also with the same cohort of Auto Body students that they are with in all of their other classes will help them to be successful.

The Perkins Coordinator at Century meets with the lead faculty or program director for each CTE program in the fall to get an idea of what is happening in each program.

There is an RFP process in place for programs receive post-secondary funds. Separate RFP's exist for curriculum development, equipment, special projects, and professional development and student organizations. In addition to an explanation of the project or equipment, the amount of funds requested and how the funds will be used, the faculty also answers the following questions

Equipment

1. What does it do – how does it function?
2. Describe how this equipment is innovative or cutting-edge technology?
3. Describe how students will encounter this in the workplace?
4. Why has this previously not been a priority for your program to purchase?

Professional Development

1. Describe when and how the knowledge gained from this conference will impact Career Technical Education (CTE) students.
2. Describe when and how the knowledge gained from this conference will be shared with peers back at Century. (When applicable, a presentation will be requested at the Perkin's Summit for Century CTE faculty.

Special Projects

1. How will this lead to CTE student success?
2. Detail how funds will be used (stipends, supplies, etc.) Include dollar amount for each:

The consortium as a whole benefits from the post-secondary projects because the CTE programs are current and the pathways are strengthened, making the transition from secondary to post-secondary smoother, with the successful student becoming a successful and valuable employee.

Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)] (5,000 word limit)

The data for the overall consortium and specific to each district will continue to be examined. Perkins data measures continue to be discussed at secondary representative meetings. Secondary funds will be awarded for the districts that directly address data indicators, and have a solid plan to improve a data measure.

At the post-secondary level, Perkins support Tutor Linked to Classes (TLC's) in the CTE programs. The data collected annually continues to illustrate an increase in successful students in the course where TLC's are present.

The Perkins Coordinator continues to work with Century's CTE programs to increase and evaluate technical skill assessments. In FY16, we added assessments for the Solar Program and also the Filmmaking and Video Production pathway in our VCT Program. We had planned to look at Business, but postponed that until a full-time faculty could be hired. That search is currently underway so we will hope to add a TSA in Business in FY17.

After the TSA is administered, the Perkins Coordinator creates a new section the Faculty's TSA binder, with the reports generated by NOCTI and also a cumulative Excel spreadsheet that includes each year the exam was given. Faculty are using this data to scrutinize and in some cases revise curriculum.

It remains a frustration that data from all of our TSA's is not calculated into our performance indicators. We are looking forward to the inclusion of more data in our final performance indicator value.

The post-secondary staff also attends professional development in the form of conference, workshops and webinars to learn about best practices regarding recruitment and success of non-traditional students.

How students participating in CTE are provided programs

Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)

The continued growth and utilization of TSA's will enlighten CTE teachers on the industry standards prioritized by secondary and post-secondary curriculum. This heightened

The consortium grant and utilization of Perks will heighten CTE teachers on the industry standards promulgated by secondary and post-secondary education. The heightened awareness will continue to focus attention on the standards and what is actually being taught. It raises the level of importance and accountability both for the teacher and student that the topics taught are going to be assessed. Program approval verified the quality of the programs as well as individual district program review cycle.

At the post-secondary level, many of our graduates must take and pass national or state licensure and certification exams before they can practice in their chosen field (Chemical Dependency, Dental Hygiene, Dental Assisting, Emergency Medical Technician, Kitchen and Bath Design, Law Enforcement, Medical Assisting, Nursing, Paramedic, Radiologic Technology.) The certification and licensure rates of Century students are high, which illustrates that our CTE programs in those areas requiring licensure or certification are of high quality and align with state and national standards. For the programs that do not have certification, we are working on finding the technical skill assessment that best fits their program. The TSA process (described in question 2) will then assure that the program is aligned with state and national standards. Additionally, as described in question 1, the advisory committees for each program play a prominent role in making sure that our curriculum is aligned with industry standards.

How students are provided with experience

Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)]
(5,000 word limit)

There are various vehicles used to teach all aspects of industry. They include field trips, job shadow, program shadows, mentoring, clinical, ride along, class speakers and Career Day with business/industry representative specifically address all aspect of industry. Advisory meetings have recently been linked directly to the POS articulation meetings, which will heighten the understanding of all aspects of industry.

Century's CTE programs provide an in-depth exposure to all aspects of industry first through the content and curriculum that are guided by both the advisory committees for each program as well as other strong industry partnerships and involvement in the industry that our faculty maintain.

The CTE programs that require certification or licensure also require continuing education to maintain that licensure, so those faculty re continually involved in continuing education in their fields. Many of them continue to work in their industry in some capacity either in the summers or on weekends. This not only creates and strengthens industry partnerships, but also keeps faculty very current.

All of our programs have industry representative presenting in their classes. This not only exposes students to the current industry standards, but gives them an opportunity to meet, hear about professional expectations and ask questions of possible employers.

Many of our programs include internships, externships and service learning components as part of the required coursework. Others offer elective internship credits. A chart (which is updated annually at our program meeting) is available upon request that lists the program and course where these opportunities are offered. Also, many of our programs incorporate field trips to industry partners as part of their curriculum.

Several secondary and post-secondary programs participate in state and national student organizations (Cosmetology, Information and Telecommunications Technology, Engineering, Marketing, Video and Filmmaking, EMT, Dental, Medical Careers, Agriculture, and Law Enforcement.) Competitions associated with these organizations are driven by industry standards and envelope the student in all aspects of industry,

Summary Narrative Pt. 2

Comprehensive Professional Development*

Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)]
(5,000 word limit)

The plan continues to include exposure to various levels of professional development all linked to and enhancing the Perkins grant goals. Support will be provided for the attendance to national professional conferences. Expectations to report findings after conference attendance provides for greater accountability. Extensive support of student organizations, including conferences and RFP funding dedicated to improved programming in preparation of competition. The overall plan will be to increase knowledge of the Perkins grant goals for CTE teachers and administrators in the group. The result will be continuation of sharing best practices.

Perkins funding will continue to support professional development for post-secondary CTE faculty and Perkins staff with the expectation that the best practices learned through this professional development opportunity will be shared at the monthly NE Metro Consortium Meetings and/or the Perkins Summit in the spring. We also have taken advantage of the webinars that have been sponsored by MnSCU. The RFP process is utilized in the case of professional development.

Recruitment and Retention*

Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)]
(5,000 word limit)

Position decisions at the CTC require occupational work experience the field. Networking with CTE administrators around the state assists in finding possible qualified candidates. Multiple vacancies at the secondary level are providing the opportunity to hire staff that meet the post-secondary credentialing requirements. These requirements exceed the necessary secondary credentials. This enables the possibility of expansion of concurrent enrollment.

At the post-secondary level, the job posting is placed on the MnSCU job opportunity website. The advisory board for the program that has the vacancy is notified and these industry partners assist with referring individuals from business and industry to the job posting. Ads are also placed in the appropriate trade magazines or newsletter. There is often a work recency requirement in the minimum qualifications for CTE instructors, so it is vital for us to have those industry connections to fill our faculty positions.

Evaluate Student Performance and Programs*

Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] **NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator.**
(5,000 word limit)

Formative and summative assessments used in PLC's and within the CTE curriculum help to assist analysis of student performance. Accuplacer test results can be used especially as they relate to the need for math intervention. At the CTC the Accuplacer test is offered twice each school year, with test preparation support along with focused

academic intervention offered. The student organization competitions – HOSA, SKILLS USA, FFA, DECA, and BPA FCCLA – are an indication of learning and technical skill development. The student organization competition results and student participation in the organization have created great support within the grant permissive activities.

At Century, a course completion report for every course is compiled by IE for each program within the annual program review. These are posted on the internal My Century website so that faculty can access them. This data is used throughout the year as the college collectively brainstorms ideas to improve both the course and award completion rates. Some of these ideas are used to implement pilot projects that we hope will impact student success and the performance indicators.

How POS Affects Outcomes*

Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)

We chose our RPOS by considering those programs:

- Where programs currently existed at both the secondary and post-secondary levels
- That had articulated or concurrent courses

During the fall, the Perkins Coordinators (Shelli and Mary) meet and discuss of 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 we must work on. This information is recorded on the RPOS template.

Next a meeting is schedule with the secondary and post-secondary faculty teaching in the RPOS to discuss the information now recorded on the RPOS template. This fills in gaps and also verifies the information that we have recorded on the RPOS template. We now can confidently and accurately place the RPOS on the correct level for each criterion.

The RPOS is placed on the agenda of the next advisory meeting for the RPOS. The template is presented to the Advisory Committee and discussed.

As we looked at our programs, we realized that an area that we would need to work on is to increase the programs that had transcribed credit. We have made increasing offerings for concurrent enrollment a focus for our consortium.

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

Goal 1 Narrative:

Through 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 ctcreditmn 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 ctcreditmn 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 of 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.

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	
Reallocation Explanation	
Post-Secondary Required Activities	\$85,851.05
Post-Secondary Permissible Activities	\$75,000.00
Post-Secondary Reserve	\$40,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$200,851.05
Secondary Required Activities	\$77,300.00
Secondary Permissible Activities	\$15,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$92,300.00
Total	\$293,151.05

Goal 1 Objectives 2	
Use of Funds*	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
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.

Reallocation Explanation

Post-Secondary Required Activities	\$23,750.00
Post-Secondary Permissible Activities	\$1,000.00
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	\$24,750.00
Secondary Required Activities	\$76,745.00
Secondary Permissible Activities	\$65,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$141,745.00
Total	\$166,495.00

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.

Reallocation Explanation

Post-Secondary Required Activities	\$3,000.00
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	\$3,000.00
Secondary Required Activities	\$25,000.00
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	\$25,000.00
Total	\$28,000.00

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
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.

Reallocation Explanation	
Post-Secondary Required Activities	\$1,500.00
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	\$1,500.00
Secondary Required Activities	\$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

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.

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. with two tours per dav. are offered. Thirtv 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.

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	\$35,637.50
Secondary Permissible Activities	\$15,000.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$50,637.50
Total	\$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
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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.

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	\$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
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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.

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
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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	\$10,000.00
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	\$10,000.00
Total	\$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.

Reallocation Explanation

Post-Secondary Required Activities	\$35,574.00
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	\$35,574.00
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
Total	\$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 Aacademic year i.e. job search boot camp/readiness workshop series.

Reallocation Explanation

Post-Secondary Required Activities	\$30,074.00
Post-Secondary Permissible Activities	\$3,500.00
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	\$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
Total	\$33,574.00

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%.	
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	\$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	\$0.00

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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$30,573.00
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	\$30,573.00
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	\$30,573.00

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 <http://www.applyheremn.org/getGrantPrintPreview.do?documentPk=1470682557319&compName=All>

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.

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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$28,384.10
Secondary Total	\$38,384.10
Total	\$38,384.10
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)	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$30,983.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$30,983.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$3,000.00
Secondary Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$6,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
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 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$16,503.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$16,503.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$17,253.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$17,253.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$10,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$10,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
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 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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
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.

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 Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$16,827.17
Secondary Required Activities	\$15,046.78
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation 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

Post-Secondary Required Activities	\$12,503.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$12,503.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$10,000.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$15,000.00
Total	\$27,503.00

Goal 4 Objectives 3

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

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	
Post-Secondary Required Activities	\$35,243.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$36,243.00
Secondary Required Activities	\$2,800.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,800.00
Total	\$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 Lifeplan 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	
Post-Secondary Required Activities	\$31,346.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$31,346.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$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

Post-Secondary Required Activities	\$19,138.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$19,138.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$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

Post-Secondary Required Activities	\$35,241.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$35,241.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$35,241.00

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

Post-Secondary Required Activities	\$48,244.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$48,244.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$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

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

Secondary Total	\$0.00
Total	\$2,000.00

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.

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	
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

Administrative Cost

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$14,478.58

Verification

I want to pull over my Goals 1-5 budget amounts.

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$114,101.05	\$76,000.00	\$40,000.00	\$0.00	\$0.00	\$230,101.05	\$192,660.00	\$80,000.00	\$0.00	\$0.00	\$0.00	\$272,660.00	\$502,761.05

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$96,221.00	\$3,500.00	\$0.00	\$0.00	\$0.00	\$99,721.00	\$80,637.50	\$15,000.00	\$0.00	\$0.00	\$0.00	\$95,637.50	\$195,358.50

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$33,756.00	\$40,983.00	\$0.00	\$0.00	\$0.00	\$74,739.00	\$16,000.00	\$3,000.00	\$28,384.10	\$0.00	\$0.00	\$47,384.10	\$122,123.10

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$194,715.00	\$1,000.00	\$5,827.17	\$0.00	\$0.00	\$201,542.17	\$22,846.78	\$10,000.00	\$0.00	\$0.00	\$0.00	\$32,846.78	\$234,388.95

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$32,432.00	\$0.00	\$0.00	\$0.00	\$0.00	\$32,432.00	\$77,474.91	\$0.00	\$4,801.09	\$0.00	\$0.00	\$96,754.58	\$129,186.58

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$471,225.05	\$121,483.00	\$45,827.17	\$0.00	\$0.00	\$638,535.22	\$389,619.19	\$108,000.00	\$33,185.19	\$0.00	\$0.00	\$545,282.96	\$1,183,818.18

Secondary Budget Details

Description	File Name	File Size
Northeast Metro Secondary Budget FY17	Secondary-Budget-Supplemental-Sheet FY17.xlsx	78 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$8,000.00
Totals	\$8,000.00

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	
<ol style="list-style-type: none"> 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 aligns with standards 3. Host a summer workshop for teachers offering TSA's to analyze data, trends, and improve student success 	
Resources Needed*	Funding to support the TSA coordinator position 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.
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	
<p>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.</p> <p>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.</p> <p>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.</p>	
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	
<ol style="list-style-type: none"> 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.
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	
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)	

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.

Improvement Report

Improvement Report 1	
Indicator Not Met:	2S1 – Technical Skill Attainment
Negotiated Performance:	54.0
Actual Performance:	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	
Indicator Not Met:	3P1 – Student retention or transfer
Negotiated Performance:	50.50
Actual Performance:	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 greatest prolem with retention or transfer.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met:	4P1 – Student placement
Negotiated Performance:	86.70
Actual Performance:	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	
Indicator Not Met:	4S1 – Student graduation rate
Negotiated Performance:	92.3
Actual Performance:	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):	

Rigorous Program of Study

Rigorous Program of Study 1	
State-Approved Rigorous Program of Study*	Emergency and Fire Management Services
RPOS submitted with 10 components	RPOS FY17 NEM.pdf

Programs of Study

Programs of Study 1	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Diagnostic Services
In which CTE Program?	Radiologic Technician
At which High School? College?	Century College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	American Registry of Radiologic Technologists (ARRT)—Radiologic Technologist Examination
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 2	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Emergency and Fire Management Services
In which CTE Program?	Paramedic
At which High School? College?	
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	National Registry of Emergency Medical Technicians (NREMT) Emergency Medical Services Regulatory Board (EMSRB), Minnesota - Paramedic
In which course (use course code) or at what time in the program?	End of Program

Programs of Study 3	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	Agriculture, Food, and Natural Resources
Career Pathways	Plant Systems
In which CTE Program?	Agriculture- FFA
At which High School? College?	Forest Lake
State-Approved Secondary Assessments	NOCTI - Animal Systems
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Spring

Programs of Study 4	
Career Fields	Human Services
Career Clusters	Law, Public Safety, Corrections, and Security
Career Pathways	Law Enforcement Services
In which CTE Program?	Law Enforcement - Criminal Justice
At which High School? College?	Career Tech Center and Century College
State-Approved Secondary Assessments	NOCTI - Criminal Justice
State-Approved Postsecondary Assessments	Minnesota Board of Peace Officer Standards & Training (POST) - Minnesota Peace Officer License Examination
In which course (use course code) or at what time in the program?	Spring

Programs of Study 5	
Career Fields	Foundation Knowledge and Skills
Career Clusters	Foundation Knowledge and Skills
Career Pathways	Foundation Knowledge & Skills
In which CTE Program?	Cosmetology
At which High School? College?	Career Tech Center

State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Customer Service
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Spring
Programs of Study 6	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Medical Careers and PS Nursing
At which High School? College?	Career Tech Center and Century College
State-Approved Secondary Assessments	NOCTI - Nursing Assisting
State-Approved Postsecondary Assessments	National Council Licensure Examination for Registered Nurses (NCLEX-RN) - State License Exam
In which course (use course code) or at what time in the program?	Spring
Programs of Study 7	
Career Fields	Business, Management, & Administration
Career Clusters	Marketing
Career Pathways	Marketing Management
In which CTE Program?	Marketing
At which High School? College?	Mounds View High School
State-Approved Secondary Assessments	NOCTI - General Management
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Spring
Programs of Study 8	
Career Fields	Human Services
Career Clusters	Human Services
Career Pathways	Early Childhood Development and Services
In which CTE Program?	Education and Human Services
At which High School? College?	Career Tech Center
State-Approved Secondary Assessments	NOCTI - Early Childhood Education & Care – Basic
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Spring
Programs of Study 9	
Career Fields	Human Services
Career Clusters	
Career Pathways	Personal Care Services
In which CTE Program?	Cosmetology
At which High School? College?	Century College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Cosmetologist Examiners - Initial Operator License - Cosmetology
In which course (use course code) or at what time in the program?	Spring
Programs of Study 10	
Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Network Systems
In which CTE Program?	S-Comp. Hardware Software and Game Design PS-ITT
At which High School? College?	Career Tech Center and Century College
State-Approved Secondary Assessments	NOCTI - Computer Repair Technology
State-Approved Postsecondary Assessments	NOCTI - Computer Networking Fundamentals
In which course (use course code) or at what time in the program?	Spring
Programs of Study 11	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	
Career Pathways	Facility and Mobile Equipment Maintenance
In which CTE Program?	Auto Technology
At which High School? College?	Career Tech Center and Century college
State-Approved Secondary Assessments	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE Certification in Automobile - Engine Performance
State-Approved Postsecondary	Automotive Service Excellence (ASE) in partnership with AYES, NATEF & SkillsUSA Work Force Ready System – ASE

Assessments	Certification in Automobile - Brakes
In which course (use course code) or at what time in the program?	S-Spring PS-End of Program
Programs of Study 12	
Career Fields	Health Science Technology
Career Clusters	Health Science
Career Pathways	Therapeutics Services
In which CTE Program?	Dental Assisting
At which High School? College?	Century College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	Minnesota Board of Dentistry - Dental Assistant State Licensure Exam
In which course (use course code) or at what time in the program?	End of Program
Programs of Study 13	
Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Accounting
At which High School? College?	Century college
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Accounting - Basic
In which course (use course code) or at what time in the program?	Spring
Programs of Study 14	
Career Fields	Arts, Communication & Information Systems
Career Clusters	
Career Pathways	Visual Arts
In which CTE Program?	Design Interactive Media and VCT
At which High School? College?	Career Tech Center and Century College
State-Approved Secondary Assessments	Certiport - Visual Communication Using Adobe Photoshop Certification
State-Approved Postsecondary Assessments	SkillsUSA Workforce Ready System - Television Video Production
In which course (use course code) or at what time in the program?	Spring
Programs of Study 15	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Design/Pre-construction
In which CTE Program?	Interior Design
At which High School? College?	Century College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Interior Decorating & Design
In which course (use course code) or at what time in the program?	Spring
Programs of Study 16	
Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Occupations
At which High School? College?	Career Tech Center
State-Approved Secondary Assessments	Career Safe - OSHA 10-hour Construction Industry Course
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Spring
Programs of Study 17	
Career Fields	Agriculture, Food, & Natural Resources
Career Clusters	
Career Pathways	Plant Systems
In which CTE Program?	Agriculture - FFA
At which High School? College?	Forest Lake
State-Approved Secondary Assessments	NOCTI - Floriculture
State-Approved Postsecondary Assessments	NOCTI - Floriculture
In which course (use course code) or at what time in the program?	Spring

Programs of Study 18	
Career Fields	Foundation Knowledge and Skills
Career Clusters	Foundation Knowledge and Skills
Career Pathways	Foundation Knowledge & Skills
In which CTE Program?	Skills USA
At which High School? College?	Mounds View High School
State-Approved Secondary Assessments	SkillsUSA Work Force Ready System - Employability
State-Approved Postsecondary Assessments	
In which course (use course code) or at what time in the program?	Spring

Programs of Study 19	
Career Fields	Business, Management, & Administration
Career Clusters	
Career Pathways	Administrative Support
In which CTE Program?	Office Technology
At which High School? College?	Century College
State-Approved Secondary Assessments	
State-Approved Postsecondary Assessments	NOCTI - Administrative Assisting
In which course (use course code) or at what time in the program?	Spring

Programs of Study 20	
Career Fields	Health Science Technology
Career Clusters	
Career Pathways	Support Services
In which CTE Program?	Medical Assisting
At which High School? College?	Career Tech Center Century College
State-Approved Secondary Assessments	NOCTI - Nursing Assisting
State-Approved Postsecondary Assessments	American Association of Medical Assistants - Certified Medical Assistant (CMA)
In which course (use course code) or at what time in the program?	End of Program

Coordination Time for Perkins Grant

Secondary

This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$76,108.24

Post-Secondary

Total percentage of time for Coordinators of Perkins:* 100.0%

Coordinator Budget:* \$98,282.82

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Shelli Sowles	Grant Coordinator/College Readiness Specialist		\$76,108.24	ROI SS.docx
Dawn Swanson	Administrative Assistant		\$16,616.07	DS Job Description.pdf
Jeff Reubish	Transition and Technology Support Education Assist		\$28,384.10	JR Job Description.pdf
Erick Lehet	TSA Coordinator and Integration of Academics	396637	\$53,316.56	jobdescripEL.doc
Mary Klein	Post-secondary Perkins Coordinator		\$98,282.82	Academic Professional 3 Perkins Coordinator 01102878 Mary Klein 2-9-11.docx
Carrie Hageman	Director of Career Services		\$90,222.48	Academic Professional 2 Career Services Director 00745310 Carrie Hageman 6-5-14.doc
Valerie Castillo	CTE Specialist - High School Transitions		\$48,014.46	Academic Professional 1 CTE-CTC 01012901 Valerie Castillo 5-16-13.docx
Katie Pierre	CTE Specialist - Adult Transitions		\$74,952.15	Academic Professional 1 CTE Adult Populations 01104467 Katie Pierre.docx
Holly Twiford	CTE Specialist - Disability Specialist		\$66,014.00	Academic Professional 1 CTE Special Populations 01104466 Holly Twiford.docx
Thai Xiong	CPL Specialist		\$30,468.00	Academic Professional 1 Credit for Prior Learning Specialist 01098222 Thai Xiong.docx
			\$582,378.88	

