



MINNESOTA STATE

Career and Technical Education

Grant Details

02058 - FY18 PERKINS APPLICATION

02400 - FY18 NE Metro Consortium Perkins Application

Perkins IV Consortium

Grant Title: FY18 NE Metro Consortium Perkins Application
Grant Number: 02085
Grant Status: Underway
Comments:
Applicant Organization: NE Metro Perkins Consortium
Grantee Contact: Mary Klein
Award Year: 2017
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 12/13/2017 Contract Received 07/01/2017 Contract Executed 06/30/2018
Project Dates: Proposal Date 07/01/2017 Project Start Project End 06/30/2018
Grant Administrator: Debra Wilcox-Hsu
Contract Number: 02085
Award Year: 2017
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2017
 06/30/2018
 Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Century College		
Centennial Area Schools	01 public school district	
Chisago Lakes Area Schools	01 public school district	
Columbia Heights Area Schools	01 public school district	
Forest Lake Area Schools	01 public school district	
Fridley Area Schools	01 public school district	
NE Metro Career and Technical Center	06 intermediate district	
North Branch Area Schools	01 public school district	
Mahtomedi Area Schools	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 Part Two

Comprehensive Professional Development

Q5) 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)]

The plan continues to include exposure to various levels of professional development all linked to and enhancing the Perkins grant goals. Support is provided for the attendance to state and 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 and program subject content 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 faculty present the best practices learned through this professional development opportunity at the monthly NE Metro Consortium Meetings and/or the Perkins Summit in the spring. We also have taken advantage of the webinars sponsored by Minnesota State. Professional Development utilizes the RFP process. (attached.)

The Perkins Summit occurs in the spring after graduation. This is a Best Practice conference for CTE faculty and staff. It is an opportunity for faculty from all programs to have conversations about successes and challenges and share solutions and best practices. Faculty present their Perkins funded projects, enabling other programs to adapt these best practices to best fit their program.

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)]

Position decisions at the CTC require recent occupational work experience in 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, which exceed the necessary secondary credentials. This enables the possibility of expansion of concurrent enrollment. We send postings to our advisory boards through our current 916 teaching staff. We utilize Century College staff and faculty to outreach to professional organizations. We post on our social media sites (Twitter, Facebook) as well as online job posting sites (Monster, Star Tribune, LinkedIn.)

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 placed in the appropriate trade magazines or newsletters. We reach out to the MN State Center of Excellence for that program area to utilize their connections to other schools and industry. Efforts are made to encourage diversity by reaching out to local media channels and Community Based Organizations. 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.

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.

Another indicator of student performance is the board/licensure passage rate for those programs requiring board completion to be employed in the field. Paramedic, Dental Hygiene, Nursing, and Radiologic Technology all have pass rates ranging from 90-100%.

How Programs of Study Affects Outcomes

Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the 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)]

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 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 scheduled 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 program. 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 transcripted credit. Increased offerings for concurrent enrollment and articulated credit.

Using the rating scale of the 10 components of an RPOS, The strengths of the NE Metro RPOS are College and Career Readiness Standards, Course Sequences, and Credit Transfer Agreements.

The Northeast Metro Consortium recognizes the Accountability and Evaluation Systems component as an area where improvement can be made.

Our plan is to have the new Community and K-12 Partnerships position work on data for the consortium and improving our accountability for the RPOS will be included in that.

Goal 1 Narrative**Narrative for Goal 1: Designing and Implementing Programs of Study****Your Goal 1 narrative must include descriptions of the following elements:**

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

Narrative for Goal 1: Designing and Implementing Programs of Study*

Research of best practices and support for curriculum and professional development will be used to address Goal 1. 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, strengthening the pathways already in place and exploring ways to create new ones. Support of student organizations will add to student's professional and technical skills.

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]

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. Beginning with the state's implementation of the Career Wheel designating fields, clusters and pathways, the NE Metro Consortium worked to develop programs of study at each district in the consortium. We began with a group of 16 district representatives who input the information from their district onto the MNPOS website. Every two to three years the information is updated on the website. We believe that as a result of the creation of the programs of study model, multiple districts in our consortium such as #621 and #622 (representing at least 4 high schools) are now utilizing a pathways model for students.

In addition, the college began the model course sequence initiative in FY13, with the Perkins Coordinator working with faculty to create a model course sequence for each of the 120 Career and Technical Education Awards available at Century College. This provided a guide to both current and incoming students. These are updated annually and posted on the program pages on the Century website. In FY17, this work was turned over to the college and now continues outside of Perkins.

In Fall of FY17, a planning committee consisting of the Career and Technical Center (CTC) principal, a CTC teacher, the district superintendent, Century's VP of Academic Affairs, Century's Director of Partnerships, met to best strategically align the secondary and post-secondary programs of study. This group created a work plan consisting of six tasks: 1) Academic Program Alignment – enhance; 2) Academic Program Alignment – monitor; 2) Academic Program Alignment – long-term planning; 4) Academic Program Alignment- marketing; 5) Data-sharing; 6) College and Career Readiness. This will strengthen our collaboration, and provide the best opportunities and the clearest pathways for students in the Northeast Metro Perkins Consortium.

Technical skill assessments are in place at both the secondary and post-secondary level in all programs with a state approved POS.

2. Describe opportunities for early college credit [Sec. 135. (c) (10)]

Students in the NE Metro Consortium have multiple opportunities to earn early college credit.

1. **Articulated Credit:** We offer consortium students approximately 150 unique articulation opportunities, some of them brokered through other consortiums. We are a founding member (Shelli and Mary were both on the committee that redesigned this website) of and utilize the statewide ctecredit.com website to provide easy accessibility to all of the stakeholders.

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

- Revised the articulation agreement form to clarify and guide the important conversations between college faculty and high school teachers that are so necessary to validate the content presented to students.
- Created an Access Database of Century's articulated credits completely separate from the ctecreditmn website. This includes college course name, number of credits, high school, high school course name, high school teacher. This enables us to provide information to both high schools and the college regarding articulated courses.
- Participated in the rewrite of the ctecreditmn website with the outcome of a significantly more efficient and user-friendly tool for students and staff.
- Spent a great deal of time meeting with various departments and staff at the college, to try to craft a plan so that we could have data around the articulations. How many students used them, in which programs, what their success rate was, how many students from the CTC attended Century. We tried a number of different things, all of which proved unsuccessful.
- Three 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.
- In FY16, 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, the plan is to continue to work to complete the remaining programs. 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.
- In FY16, 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 we would like to see them mailed directly home.

- **2. Concurrent Enrollment:** Data supports that students earning early college credit are more likely to matriculate to a post-secondary institution. Century in the High School has expanded in FY17 with the college creating the Director of Partnerships Position(see attached file.) As with other consortia, teacher credentialing at the secondary proves to be a barrier for rapid expansion of concurrent enrollment. We currently offer stipends for high school teachers to experience business and industry in the summer, which helps with the recency requirement of concurrent enrollment. We plan to augment this opportunity in the FY18 plan, collaborating with the partnerships director to target secondary teachers wanting to offer a concurrent class.
- **3. Post-secondary Enrollment Option:** The PSEO opportunity is shared at PSEO Information Nights, at two area high school information sessions, Century College website, college fairs and other Century College presentations. PSEO at Century is a focus of a member of the admissions team. In FY17, there were 3 information sessions held for potential PSEO students and their parents. Approximately 250 people attended these sessions. They were marketed using Century's social media accounts, campus monitors, posters mailed to feeder high schools, flyers, in appointments and at college fairs. Also, emails were sent to about 1400 prospective students in MN. In FY17, Century had 894 PSEO students (not an unduplicated number.)

3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]

Our articulation meetings bring secondary teacher and post-secondary faculty together for face-to-face discussions of CTE courses. Curriculum, assessment, text books, projects and assignments are shared to better strengthen the POS.

Century has adopted a pathways model of advising, which allows each advisor to focus on one or in some cases a few programs. The advisors are in constant contact with the faculty in the program they are advising. This strengthens the advising provided to our CTE students.

4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]

At the secondary level in our consortium high schools tutors are available for academic interventions. Contextualized learning is provided in CTE programs.

At the post-secondary level, tutors are available to students. Perkins has specifically funded Tutors Linked to Classes (TLC) in CTE programs. Students in CTE classes with access to TLC support are more likely to have a "C or better", be less likely to withdraw and more likely to be retained. The data collected from this program's inception supports this.

Secondary Perkins supports teacher internships to industry, which keeps high school teachers current in their fields, ensuring the students are learning about up to date industry standards. In this year's plan, we will enhance the teacher internships, focusing on those high school teachers that are currently lacking the recency requirement credential for concurrent enrollment.

Perkins supports the purchase of industry standard equipment and students leave the program with the knowledge and skills to effectively use that equipment in their internships and careers. A recent example of this occurred when an EMS Interventions student, played a role in saving a cardiac arrest victim while she was doing her field internship with Allina Health EMS. She was formally recognized with a Lifesaver Award, as was Matthew Johnson, who is one of our paramedic alums. The LUCAS device was used which was purchased using Perkins funds so the device could be used train our students. A LUCAS device was also purchased for the secondary Occupations in Emergency Care (OEC) program at Spring Lake Park High School, a member of the NE Metro Consortium.

The Technical Skill Assessment process described in question 6 is also a tool that our consortium uses to improve skills of CTE learners. Technical Skill Assessments help our consortium focus on standards-based teaching and learning. They improve teaching and learning through third-party valid and reliable assessments, which help steer curriculum and pedagogy.

The consortium will continue its support of Career and Technical Student Organizations. The student organization competitions – HOSA, SKILLS USA, FFA, DECA, and BPA FCCLA – are an indication of learning and technical skill development. In addition to the state-approved CTOS's the consortium also supports Super Mileage and the Robotics Club. The student participation in and competition results enhance and improve their technical skills.

5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]

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 state and 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 and program subject content 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 Minnesota State. The RFP process is utilized in the case of professional development.

The Northeast Metro consortium is working with Mark Perna, CEO of 'Tools For Schools', to embark on a collaborative project which will better improve Programs of Study in our consortium. A team has been assembled to focus on recruitment and retention of the right students, into the right programs, for the right reasons. Century and the CTC will consult with Tools For Schools in order to create a communication strategy for all of the stakeholders in the consortium (district admin, parents, community, etc) One goal of the project is to spread the message that CTE is education with a purpose.

6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]

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 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.

The Perkins Coordinator and the TSA Coordinator at CTC continue to work with district and Century CTE programs to increase and evaluate technical skill assessments. In FY17, we added an assessment for the Business program at the post-secondary level and added assessments for Engineering, Marketing, and the Nocti Career Skills in the Practical Assessment Employment System program at the secondary level.. Secondary also changed the TSA in Auto-dismantling, Diesel Truck, Design and Digital Media.

After the TSA is administered, the secondary TSA Coordinator analyzes the data using the CTEDDI model, provided and discusses it with the high school teacher and relevant administrator, to ensure continuous improvement. At the post-secondary level, 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.

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, Cosmetology, 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.

7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]

The new Perkins-funded Adult/Non-trad position in FY18 will spend 50% of their time focusing on connecting 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 as well as other local CBO's.

8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

Perkins funds help to support many local industry tours in CTE programs both at the secondary and post-secondary levels. The tours inform our students and teachers on many of the nine aspects that are common to any business or industry. Participants gain a strong experience in and a comprehensive understanding of aspects such as business planning, management, health, safety and environment, principles of technology, community issues, personal work habits, technical and production skills, labor issues.

Perkins also funds projects within our programs that partner with industry. A recent example of that is our VCT Filmmaking and Video Production Program working with the State Highway Patrol to create a PSA on distracted driving.

Many of our college CTE courses have a required work-based learning element embedded into the coursework. (see attached) These experiences are essential to exposing our students to All Aspects of Industry. A primary focus of the FY17 Perkins Summit is to present best practices for engaging business and industry and to encourage that a work-based learning experience for students be embedded into as many of our CTE courses as possible.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P5 Student Organizations , P6 Mentoring/Support Services, 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 using RFP application process.	
1.1.3 Support innovative programming for CTE courses using RFP application process.	
1.1.4 Community and K-12 Partnerships position continuously updates POS	
1.1.5 Faculty and program advisory committees 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 Identify one new RPOS and form team of secondary and post-secondary teachers to work through 10 components	
1.1.1.3 Address 10 components in 4 consortium meetings	
1.1.2.1 A record is kept of Perkins funded equipment and resources	
1.1.3.1 Two new and revised courses are developed	
1.1.4.1 Align current course work and pathway models on MNPOS website	
1.1.5.1 42 Model Course Sequences and College POS are published on the college website.	
1.1.5.2 Four new and revised courses and programs are developed	
Reallocation Explanation	
Post-Secondary Required Activities	\$95,850.00
Post-Secondary Permissible Activities	\$92,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$187,850.00
Secondary Required Activities	\$134,965.15
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00

Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$134,965.15
Total	\$322,815.15

Goal 1 Objectives 2

Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R9 Special Populations, R10 Collaboration, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R6 Assessment , R9 Special Populations, R10 Collaboration, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R6 Assessment , R9 Special Populations, R10 Collaboration, P10 Student Transition
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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
 1.3.1.2 An approved TSA is administrated in each college program with the a state-approved POS.
 1.3.2.1 work with Kari Ann Ediger to ensure all districts correctly report CTC TSA data
 1.3.3.1 Review data analysis results from TSA's and utilize data in continuous improvement

Reallocation Explanation	
Post-Secondary Required Activities	\$4,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,000.00
Secondary Required Activities	\$25,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$25,000.00
Total	\$29,000.00

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R2 Programs of Study, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P6 Mentoring/Support Services, P10 Student Transition
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Strategies

1.4 Continue to offer opportunities for member districts and the CTC to provide dual enrollment opportunities 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 Support upgrade and improvement of statewide articulation website: www.ctcreditmn.com
 1.4.3 Century in the High School (CITHS) and Century College Concurrent Enrollment (CCCE) courses offered at CTC and other consortium schools
 1.4.4 Partnerships committee identifies needs for course sequencing and credit transfer agreements
 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.
 1.4.6 College tours and career exploration opportunities are offered to concurrent enrollment students
 1.4.7 Summer industry experiences will be offered to high school teachers who need to meet the recency credentialing requirement to teach a concurrent course.

Measures

1.4.1.1 Member district and college staff participation in a biennial articulation meeting offered at Century College
 1.4.1.2 Increase number of students who earn local and regional articulated college credit for by 5%
 1.4.1.3 Increase by 10% the number of students who enroll in CITHS at Century College
 1.4.2.1 NE Metro Perkins Coordinators attend 2 website meetings held
 1.4.3.1 Initiate one new CTE CITHS course in consortium high school
 1.4.4.1 Update annual progress
 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.
 1.4.6.1 Matriculation data will be gathered.
 1.4.7.1 Data will be collected

Reallocation Explanation	
Post-Secondary Required Activities	\$19,000.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$19,000.00
Secondary Required Activities	\$8,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$8,500.00
Total	\$27,500.00

Goal 1 Objectives 4
Required/Permissible Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R11 Articulation, 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
 1.2.3 Consult with Tool for Schools to allign CTC and Century program pathways

Measures

1.2.1.1 At 20 CTE staff, teachers and faculty from secondary and post-secondary attend the State Pathways Conference
 1.2.1.2 At least 10 CTE staff, teachers and faculty participate in national CTE conferences
 1.2.1.3 At least 15 CTE staff, teachers and faculty participate in their state professional organization or industry based conference
 1.2.1.4 At least fifty CTE staff participates in consortium sponsored professional development
 1.2.2.1 At least twenty CTE staff, teachers and faculty who advise CTE student organizations participate in their state, regional, or national leadership conference with student
 1.2.3.1 Form a working team consisting of secondary and post-secondary decision makers to implement TFS stratigies of retention and recruitment

Reallocation Explanation	
Post-Secondary Required Activities	\$48,750.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$49,750.00
Secondary Required Activities	\$67,895.00
Secondary Permissible Activities	\$69,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$136,895.00
Total	\$186,645.00

Goal 1 Objectives 5
Required/Permissible Uses of Funds* R3 All Aspects of an Industry, P6 Mentoring/Support Services

Strategies

1.5 Mentoring opportunities within CTE programs are explored and expanded.

Outcomes

1.5.1 The Law Enforcement Mentoring Program piloted in FY17 will be expanded and enhanced.

Measures

1.5.1.1 The Law Enforcement Mentoring program will be adjusted according to the data obtained from the participants in the pilot.

1.5.1.2 The project, outcomes, and lessons learned will be shared at a breakout during Fall 2017 Opening Days and the FY18 Perkins Summit.

Reallocation Explanation	
Post-Secondary Required Activities	\$5,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$5,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,000.00

Goal 1 Objectives 6

Required/Permissive Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R10 Collaboration

Strategies

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

Outcomes

Century's Criminal Justice Program uses online PATROL modules to supplement many of the learning objectives for the PPOE certification. It is paid for out of the CJS budget, but use all of the seats allocated for current Century students each semester. In order to maintain the concurrent enrollment class Police in the Community that we offer to the 916 Career and Technical Center, their students must also have access to these online modules. The League of Minnesota Cities has agreed to offer us a discounted cost for these additional seats for the concurrent enrollment students (more than half off)

Measures

Concurrent enrollment students will use the PATROL modules to supplement learning objectives.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$750.00
Post-Secondary Total	\$750.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$750.00

Goal 1 Objectives 7

Required/Permissive Uses of Funds* R2 Programs of Study, R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R10 Collaboration, P10 Student Transition

Strategies

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

Outcomes

Continue work on Career Trees

Measures

Career trees will be completed and printed

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$10,761.83
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,761.83
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$10,761.83

Goal 1 Objectives 8

Required/Permissive Uses of Funds* R4 Develop/Improve/Expand the use of Technology

Strategies

CTE teacher will introduce student to the RealCare Simulator which will provide students with hands-on parenting practice in class and out-of-class with data captured by the simulator. Data will be used for feedback, practice and reflection.

Outcomes

Each student in the class will be required to use the RealCare Simulator

Measures

Students will collect data from the RealCare simulator to practice and reflect upon required skills. Skills are checked in their grade book and personal portfolios.

Reallocation Explanation	Funds are being used to purchase simulators
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$3,000.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,000.00
Total	\$3,000.00

Goal 1 Objectives 9

Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology
Strategies	
VR Welder will enable students to learn how to weld in a safe nonthreatening manner before they use the actual wire feed welders.	
Outcomes	
Students will receive instant feedback on everything they did right and wrong and provide multiple opportunities for the students to practice techniques.	
Measures	
CTE teacher will test each student through the school year using the simulator and document in their student management system.	
Reallocation Explanation	Purchasing VR Welding Simulator
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$6,500.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,500.00
Total	\$6,500.00

Goal 1 Objectives 10

Required/Permissive Uses of Funds*	R5 Professional Development
Strategies	
Goal 1- Programs of Study online professional development BOB-CAD program	
Outcomes	
Engineering teacher will be able to fully utilize BOB-CAD program with all Engineering, Manufacturing and Technology students	
Measures	
100% of students use the BOB-CAD program monitored through student information system	
Reallocation Explanation	Goal 1- Programs of Study online professional development BOB-CAD program
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$1,389.57
Secondary Total	\$1,389.57
Total	\$1,389.57

Goal 2 Narrative

Narrative for Goal 2: Effectively Utilize Employer, Community, and Education Partnerships

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(6 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]

We use various methods to teach all aspects of industry. They include field trips, job shadow, program shadows, mentoring, clinicals, ride-alongs, class speakers, internships, externships and youth apprenticeship.

The consortium 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 and teachers are continually involved in continuing education in their fields. Many of them 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 and teachers very current.

All of our programs have industry representatives presenting and mentoring 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 the post-secondary 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,

2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]

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. Our advisory committees play a vital role in our programs by reviewing our curriculum and recommending changes that keep content current. They help us to choose equipment that equates to industry standards and often give us guidance and assistance in purchasing. Our advisory committees also play a significant role in providing work-based opportunities for our students as well as employment upon program completion.

Our plan will include strengthening secondary advisory committees by offering support through the new, shared partnerships position using the updated Career Program Advisory Committee Handbook as a guide. We will continue to encourage a secondary teacher to participate in post-secondary advisory committees whenever feasible.

3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b) (8 C.)]

Our advisory committees are comprised of the businesses that hire our students. They meet at least twice a year. They advise our programs of current trends within the industry as a whole, and keep us informed regarding the current skills, wages and demand of their industry.

4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]

One focus of the new collaboratively Perkins funded Community and K-12 Partnerships position will be to work with ABE and local Workforce boards on behalf of secondary, in order to improve transitions for high school students to college.

The Adult/Non-trad position at the postsecondary level will continue and expand the work started with ABE and the WorkForce Centers in both Ramsey and Washington Counties. This position serves as the liaison between the Pathways to prosperity grants at the college. This position will work with the centers to explore new ways to partner.

We realize that ongoing relationships among education, business, and other community stakeholders are central to creating and maintaining effective Programs of Study in the NE Metro Consortium. The consortium historically has worked to bring industry into our CTE programs in many ways. In FY18, the collaborative Community and K-12 partnerships position and the Adult/Non-trad position will work together with the Perkins Coordinators to develop a strategic plan to align our efforts and those of the rest of the college.

5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

- College Possible (Community Based Organization), referrals of students to and from this low-income and refugee-serving student support services provider, and dissemination of information about higher education, including opportunities in Career and Technical programs (<http://www.collegepossible.org>),
- College Readiness Academy, referrals of students to and from this low-income and refugee-serving student support services provider, and dissemination of information about higher education, including opportunities in Career and Technical programs (<http://iimn.org/programs/education/college-readiness-academy/>),
- Hmong American Partnership (Community Based Organization), dissemination of information about higher education, especially Career and Technical Education opportunities and availability of AANAPISI Support Services, as well as referrals of students to and from this immigrant/refugee services provider (<http://www.hmong.org/>),
- Karen Organization of Minnesota (Community Based Organization), dissemination of information about higher education, especially Career and Technical Education opportunities and availability of AANAPISI Support Services, as well as referrals of students to and from this immigrant/refugee services provider, and dissemination of information about higher education, including opportunities in Career and Technical programs and AANAPISI student services (<http://www.mnkaren.org/>),
- MN Asian Peace Officers Association, discussion of mentoring and internships of Asian and Pacific Islander students in law enforcement (<http://mnapoa.org/#/>),
- Roseville Adult Learning Center (Department in local school district), dissemination of information about higher education, especially Career and Technical Education opportunities and availability of AANAPISI Support Services (<https://www.isd623.org/schools/other/roseville-adult-learning-center>)
 - Currently having conversations with Program Officers at MN Philanthropy Partners where they've expressed an interest in helping more African/African-Americans get trained in CTE career pathways. Discussing how we could potentially offer short-term CTE training, such as in welding or other, that leads to an in-demand career at a Community Based Organization serving this population in the NorthEast Metro using some funding from MN Philanthropy Partners.
 - Director of Academic Partnerships wrote and received a grant from the St. Paul Foundation to help high school teachers that wanted to teach a concurrent course meet the graduate credit credentialing requirement. This grant would grow and diversify concurrent enrollment offerings by reimbursing tuition of teachers who do not meet the credentialing requirement.

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P11 Entrepreneurship
Strategies	
2.4 Secondary and Post-secondary CTE teachers will continue to identify and access additional resources and sources of funding through partnerships with industry	
Outcomes	
2.4.1 Each secondary district will have access to the K-12 partnership position which will work to help them begin or strengthen their advisory committee.	
2.4.2 The revised Career Program Advisory Committee handbook is distributed to each CTE Program.	
2.4.3 Professional Development for secondary CTE teachers, using the revised Career Program Advisory Committee handbook is offered.	
2.4.4 Fall Technical Preview Night will include the presence of the Career and Tech Center	
Measures	
2.4.1.1 Baseline of existing secondary advisory committees will be established	
2.4.2.1 The revised Career Program Advisory Committee handbook will be used at FY18 Advisory Committee planning and meetings	
2.4.3.1 At least 10 CTE teachers are trained.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R7 Initiate/Improve/Modernize Technology , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences
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. Agenda will include discussion of advisory committee recommended equipment and resources for CTE programs.	
2.2.2 CTC programs examine industry standards as they relate to curriculum	
Measures	
2.2.1.1 Agenda and minutes indicate sharing of best practices and labor market information.	
2.2.1.2 10 secondary representatives will participate on postsecondary advisories.	
2.2.1.3 Advisory breakfast in Fall 2017 to have a campus-wide conversation on how to strengthen our advisory committees, introduce the new president, engage advisory committees in our 50 th anniversary activities, share college priorities for the upcoming year, and share information about leveraged funds.	
2.2.2.1 CTC district in-services (3) focused on Standards Based Teaching & Learning, Professional Learning Communities, Engagement, Equity, and Technology Integration.	
Reallocation Explanation*	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$30,000.00
Secondary Permissible Activities	\$0.00

Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$30,000.00
Total	\$30,000.00

Goal 2 Objectives 3

Required/Permissible Uses of Funds*	R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition, P11 Entrepreneurship
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Strategies

2.1 Provide opportunities for staff and students to engage with community businesses.

Outcomes

2.1.1 Fieldtrips are supported in member high schools and at CTC

2.1.2 CTE teachers have the opportunity to experience intense internships

2.1.3 Community and K-12 Partnerships position strengthens business and industry partnerships throughout consortium

Measures

2.1.1.1 At least 20 fieldtrips in member high school are supported to enhance Programs of Study/All Aspects of Industry in CTE programs

2.1.2.1 Increase by two the number of teachers that complete an internship

2.1.2.2 Collaborating with Director of Academic Partnerships at Century, at least six high school teachers who would like to teach a concurrent class at their high school, will be supported in working to meet the recency requirement.

2.1.3.1 At least one networking meeting is planned in each career field

Reallocation Explanation*

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$54,954.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$54,954.00
Total	\$54,954.00

Goal 2 Objectives 4

Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , P1 Advisory Committees, P3 Work-Based Experiences, P7 Equipment Leasing/Purchasing/Upgrading, P10 Student Transition, P11 Entrepreneurship
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Strategies

2.3 Assist member high schools and CTC 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 Local Workforce boards (Ramsey and Washington County) are researched for potential collaboration activities

2.3.3 Work-based experience is encouraged and supported in all postsecondary CTE programs

Measures

2.3.1.1 RFP's totaling \$10,000 are available to CTE programs to enhance work-based experiences

2.3.2.1 25 hours spent researching potential collaboration activities.

2.3.3.1 a spreadsheet is created documenting work-based experience.

Reallocation Explanation*

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Goal 2 Objectives 5

Required/Permissive Uses of Funds* R3 All Aspects of an Industry

Strategies

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

Outcomes

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

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

Measures

2.6.1.1 Increase CTE Programs Participation by 5%

2.6.2.1 Develop 3 new topics/offerings and present during Academic year job search readiness series: Networking, Classroom to Career, leadership/Core Skills

2.6.2.2 Create a Business Professional Etiquette Manual resource for students

Reallocation Explanation*

Post-Secondary Required Activities \$15,634.00

Post-Secondary Permissible Activities \$0.00

Post-Secondary Admin Cost \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Reallocation Basic \$0.00

Post-Secondary Reallocation Reserve \$0.00

Post-Secondary Total \$15,634.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Admin Cost \$0.00

Secondary Reserve \$0.00

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve \$0.00

Secondary Total \$0.00

Total \$15,634.00

Goal 2 Objectives 6

Required/Permissive Uses of Funds* R3 All Aspects of an Industry, R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition

Strategies

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

Outcomes

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

2.7.2 Development of resources, tools and other information to be given to students entering non-traditional fields

Measures

2.7.1.1 Increase the presence in classroom or specified scheduled events by 5% and a record is kept of where information is provided and disseminated.

Reallocation Explanation*

Post-Secondary Required Activities \$2,000.00

Post-Secondary Permissible Activities \$0.00

Post-Secondary Admin Cost \$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 Admin Cost \$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 2 Objectives 7

Required/Permissive Uses of Funds* R10 Collaboration, P10 Student Transition

Strategies

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

Outcomes

2.8.1 Present Job Readiness Workshop series in Career Services Resource Room and on the East Campus

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

2.8.3 Create and distribute promotional materials about Career Services Resources Room.

2.8.4 Create online tutorials regarding the job posting site: College Central Network and Resume Writing using Camtasia software.

Measures

2.8.1.1 Increase amount of workshop sessions by 5%

2.8.3.1 Information will be posted on newly designed website and on College Central Network

2.8.4.1 Launch two tutorials to campus on Century Website Career Services Pages

Reallocation Explanation*

Post-Secondary Required Activities	\$15,534.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$15,534.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$15,534.00

Goal 2 Objectives 8

Required/Permissible Uses of Funds* R10 Collaboration, P3 Work-Based Experiences, P10 Student Transition

Strategies

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

Outcomes

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

2.5.2 Continued collaboration with Service Learning Department.

2.5.3 Utilize Event Manager Module to create a web home page for Career Services Events, (i.e. Job and Volunteer Service Fair) for registration and information access

Measures

2.5.1.1 Continue to expand formal communications to faculty regarding support for students preparing to apply for internship to include email 2x a term with summary of services.

2.5.1.2 Send montly emails to faculty highlighting internships posted to job posting site College Central Network (CCN)

2.5.2.1 Offer continued training on job posting site (College Central Network) to 5 service learning staff regarding service learning module, experiential learning module, internship and reporting functions.

2.5.2.2 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.

2.5.3.1 Record registrations and job opportunities

Reallocation Explanation*

Post-Secondary Required Activities	\$18,184.00
Post-Secondary Permissible Activities	\$4,600.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$22,784.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$22,784.00

Students will be able to use their laser marking systems, understand the process used in this system which necessitates the use of a fume extractor. Student will be tested on the science behind the laser system to ensure the safety of our CTE students.	
Measures	
All students will be required to use the laser marking system in their engineering, manufacturing and technology classes by completing assigned projects in an industry approved environment.	
Reallocation Explanation*	Purchasing the Advantage 500 IQ Fume Extractor
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$5,200.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$5,200.00
Total	\$5,200.00

Goal 2 Objectives 11	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology
Strategies	
Students at Tartan High Schools electronics 1 course will be able to use industry recommended technology to practice skills needed in this field.	
Outcomes	
Students will use digital simulations to practice required skills.	
Measures	
CTE instructor will monitor, provide feedback and require students to complete lab simulations. Results will be collected for each student which allows for reteaching and reflection.	
Reallocation Explanation*	Purchasing on the electronic exploration simulation labs
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$3,900.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,900.00
Total	\$3,900.00

Goal 3 Narrative

Narrative for Goal 3: Improve Service to Special Populations

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]

A new position this year is an Adult/Non-trad position. The Non-trad half of this position will focus time and resources to non-traditional participation in Century's CTE programs. This position will work closely with admissions, faculty, advising, marketing the AANAPISI Grant staff, and career navigators to ensure that the efforts in non-traditional recruitment and retention are organizational. Some of the initiatives will include a Women in Law Enforcement Breakfast, a Women in IT project, working with both faculty and the marketing department to ensure that non-traditional students are pictured on our marketing materials where appropriate.

2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]

Four consortium high schools participate in WorkSkills Days, which is a day -long event specifically for students with special needs. Community members help students with professional and foundational skills to help them learn to successfully navigate in a future career.

Support Secondary work-based learning coordinators to participate in local, regional, and state-wide professional development.

3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]

The Northeast Metro Consortium works with the Upward Bound TRIO Program, Century's Access Center, Chief Diversity Officer, Century's Veteran's Services, and District Special Education programs to ensure Special Populations receive access to and support while enrolled in CTE programs

Access to concurrent enrollment courses was often limited by the ability of some students to successfully pass the Accuplacer. Other methods to assess a student's potential for success have been implemented such as using the 8th grade MCA reading score in conjunction with teacher recommendation.

Tutors Linked to Classes (described previously.)

Culturally responsive pedagogy, which modifies the curriculum to be sensitive to potential barriers for special populations.

Students with documented accessibility barriers have full access to the services provided by Century's Access Center, which include Reasonable Accommodations

Reasonable accommodations can be provided in various ways. The following are brief descriptions and examples of the most common categories of accommodations that permit a qualified student with a disability to effectively participate in the educational process.

Changes to a Classroom Environment or Task (Possible Examples)

1. Extended time for an exam
2. The use of a dictionary or spell checker
3. Materials in alternative formats such as large print, audio tape or computer disk

Removal of Architectural Barriers (Possible Examples)

- Adapting a classroom to meet the needs of a student who uses a wheelchair.

Exceptions to Policies, Practices or Procedures (Possible Examples)

- In some instances, students may have priority registration.

Provision of Auxiliary Aids and Services (Possible Examples)

- Providing a sign language interpreter
- Providing a note taker or scribe

In accordance with the law, there are some modifications that Century College **does not** provide as a reasonable accommodation. Examples include:

- Personal devices such as wheelchairs, or glasses.
- Personal services, such as private tutoring or personal attendants.
- Modifications that lower or change course standards or program standards.
- Modifications that would change the essence of a program, such as allowing a student in an auto mechanics program to take a written test on repairing an engine instead of actually repairing an engine or allowing a student in a public speaking class to substitute a written paper for an oral presentation.
- Services that are unduly burdensome, administratively or financially.

4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]

Northeast Metro 916 is committed to equity for all staff, students and families. The district has been enhancing its equity understanding and practice for the last several years and in the 2014-15 school year, several teams came together to develop an equity definition and vision.

At Northeast Metro, equity means that everyone has access to what they individually need in order to learn, grow and thrive.

Equity is a core component of all our work and is necessary to maximize the potential of each individual student, staff and family. We believe equity is a continuous and challenging process in which we must work to recognize and reduce assumptions and biases to truly understand the needs and potential of those whom we support. We are dedicated to fully engaging with others about our differences and deepening conversations around dignity, inclusion, and culture. We hold ourselves accountable for our words and actions through our everyday interactions with each other.

Minnesota State Colleges and Universities is committed to a policy of nondiscrimination in employment and education opportunity. No person shall be discriminated against in the terms and conditions of employment, personnel practices, or access to and participation in, programs, services, and activities with regard to race, sex, color, creed, religion, age, national origin, disability, marital status, with regard to public assistance, sexual orientation, gender identity, or gender expression. In addition, discrimination in employment based on membership or activity in a local commission as defined by law is prohibited.

Harassment of an individual or group on the basis of race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, or membership or activity in a local commission has no place in a learning or working environment and is prohibited. Sexual violence has no place in a learning or work environment. Further, Century College shall work to eliminate violence in all its forms. Physical contact by designated system, college, and university staff members may be appropriate if necessary to avoid physical harm to persons or property.

Lack of English skills will not be a barrier to admission or participation. In order to eliminate barriers, we take appropriate measures to assess each student's ability to participate and benefit through placement testing and counseling. Based on the assessment and counseling, students are then provided with campus services or a referral to community services to be better prepared for successful participation.

5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]

Through our advisory committees and DEED, we work to offer high high-skill, high-wage or high-demand occupations that lead to self-sufficiency.

We expose as many students as possible to these programs and careers, to help them to make the choice that is right for them. Our faculty are constantly doing tours of their labs for individuals and groups.

We are planning a career exploration for English Language Learners in September, leveraging funds from an Adult Pathways to Prosperity grant.

6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

While the NE Metro Consortium has many resources and accommodations available to Special Population students, the academic expectations of all students are consistent. Syllabi are made accessible on the first day of class both at the secondary and post-secondary levels, so that students know from the start what is expected of them. Expectations remain consistent for all learners through: defining expectations, clearly communicating expectations, demonstrating expectations, and reviewing and reinforcing expectations throughout the year.

All Century courses must be approved through our Academic Affairs and Standards Council, which applies the same standards to all courses, and ensures that CTE courses are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

Goal 3: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences, P4 Additional Special Populations
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 school	
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 RFP's totaling \$10,000 are available for curriculum enhancements	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$28,529.78
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$38,529.78
Total	\$38,529.78

Goal 3 Objectives 2	
Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R9 Special Populations, R10 Collaboration, P2 Counseling, P3 Work-Based Experiences, P4 Additional Special Populations, P10 Student Transition
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 funded by MNSCU CTE.)	
3.2.3 Additional MCIS site license will be available for special population use	
3.2.4 A Women in Law Enforcement Breakfast will be held.	
3.2.5 A Women in IT Event will be held at Century College. The role models will attend events and participate on panels and in conversations with attendees.	
3.2.6 A Women in IT Boot Camp will be explored.	
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 the story of their journey.	
3.2.1.3 The stories will be compiled and made available to women attending events.	
3.2.3.1 District use of MCIS is included in Individual Learning Plans (ILP)	
3.2.4.1 Baseline attendance and survey results will be recorded and analyzed.	
3.2.5.1 Baseline attendance and survey results will be recorded and analyzed.	
3.2.6.1 Analysis will be recorded.	
Reallocation Explanation	
Post-Secondary Required Activities	\$3,500.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$4,500.00
Secondary Required Activities	\$3,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00

Secondary Total	\$3,000.00
Total	\$7,500.00

Goal 3 Objectives 3

Required/Permissible Uses of Funds*	R2 Programs of Study, R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P3 Work-Based Experiences, P4 Additional Special Populations, P10 Student Transition
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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 Center's, CTIC's and the respective schools are supported

Measures

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

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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	\$6,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$6,000.00
Total	\$6,000.00

Goal 3 Objectives 4

Required/Permissible Uses of Funds*	R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, P4 Additional Special Populations
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Strategies

3.4 Technical Assistance is received from MN State 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 led by the Adult/Non-trad position.

3.4.2 Girls Who Code project will be planned and implemented.

Measures

3.4.1.1 Recruitment plan will be finalized.

3.4.1.2 Recruitment plan will be implemented.

3.4.2.1 20 girls in 9th and 10th grade will be recruited.

3.4.2.2 Baseline data will be established

Reallocation Explanation	
Post-Secondary Required Activities	\$54,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$54,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$54,500.00

Goal 3 Objectives 5

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

3.5 Develop, 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. Increase visibility of Livescribe Program to faculty and students through enhanced marketing to college. Library services will now be distributing and recording check out of Livescribe pens.

3.5.2 Distribute survey to students who use pen in an effort to measure effectiveness of pens.

3.5.3 Offer new technology to students with accommodation needs.

Measures

3.5.1.1 increase by 2% number of students involved in program.

3.5.2.1 Analyze survey results measure effectiveness of pens.

3.5.3.1 Assess software with first tier high schools to ensure technology is comparable with college technology.

Reallocation Explanation	
Post-Secondary Required Activities	\$29,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$29,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$29,500.00

Goal 3 Objectives 6

Required/Permissive Uses of Funds* 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.

3.6.2 Maintain partnerships with first tier of top ten feeder high schools in NE Metro Consortium.

3.6.3 Build partnerships with parents and students in first tier of top ten feeder high schools in NE Metro consortium. Continue to distribute Resource Guides to high school counselors and families.

Measures

3.6.1.1 Four 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.

3.6.2.1 Follow-up with high school contacts throughout academic year. Obtain feedback through google survey to see if the information is helpful to students and families needing accommodations.

3.6.2.2 Continue to build partnerships with 3-5 other school districts in the second tier of schools who send students to Century.

3.6.3.1 Coordinate with Admissions to offer Access Services presentation to family and high school students at Career and Technical Preview Night. Offer evaluation of presentation and gather information that would be relevant to families. Promote through established high school contacts.

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

Goal 3 Objectives 7

Required/Permissive Uses 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 by 2%.

3.7.1.2 Grades of "C or better" are increased by 3% in identified CTE classes supported by TLC.

3.7.1.3 Student retention is increased by 5% in CTE classes supported by TLC.

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

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$10,000.00

Goal 3 Objectives 8

Required/Permissible Uses 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.

3.8.2 Offer educational sessions in collaboration with Access Services for CTE faculty and staff professional development: "Working with the Access Center."

Measures

3.8.1.1 2 new collaboration projects will be developed.

3.8.2.1 Presentations will be made to three CTE divisions.

Reallocation Explanation

Post-Secondary Required Activities \$0.00

Post-Secondary Permissible Activities \$0.00

Post-Secondary Admin Cost \$0.00

Post-Secondary Reserve \$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 Admin Cost \$0.00

Secondary Reserve \$0.00

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve \$0.00

Secondary Total \$0.00

Total \$0.00

Goal 3 Objectives 9

Required/Permissible Uses of Funds* P10 Student Transition

Strategies

3.9 Support students in newly emerging Career Pathways Model of advising.

Outcomes

3.9.1 Provide direct support to students in the Applied Design and Industrial Pathway (ADIP) area.

3.9.2 Develop and disseminate customized communication process.

3.9.3 Work with faculty in ADIP programs to meet students' advising needs

3.9.4 Attend advising trainings and meetings and support pathway days. Work with advising leadership to represent and better meet needs of East Campus students.

3.9.4 Data collection process to document advising activities will be developed.

Measures

3.9.1.1 Assist 1000 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 100 % students receiving academic alerts.

3.9.2.1 Present customized communication process to all advisors.

3.9.3.1 Meet with the faculty in 15 programs to develop process to stay abreast of program changes.

3.9.4.1 Attend 12 advising trainings and meetings ACC.)

3.9.4.1 Data on number and type of students served will be collected and analyzed.

Reallocation Explanation

Post-Secondary Required Activities \$30,250.00

Post-Secondary Permissible Activities \$0.00

Post-Secondary Admin Cost \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Reallocation Basic \$0.00

Post-Secondary Reallocation Reserve \$0.00

Post-Secondary Total \$30,250.00

Secondary Required Activities \$0.00

Secondary Permissible Activities \$0.00

Secondary Admin Cost \$0.00

Secondary Reserve \$0.00

Secondary Reallocation Basic \$0.00

Secondary Reallocation Reserve \$0.00

Secondary Total \$0.00

Total \$30,250.00

Goal 3 Objectives 10

Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R9 Special Populations, R10 Collaboration, P10 Student Transition, Reallocation
Strategies	
Re-allocated 3.2 Provide opportunities for students to explore and prepare for non-traditional careers.	
Outcomes	
Re-allocation 3.2.1 Five Programs in Five Days: 20 students will have the opportunity to explore five programs - one each day. HVAC, ABOD, FACM,Solar, Horticulture the first week. AST, ADM, ENGR, Welding, MEDA the second week. Lunch presentations on professional skills, alumni panels etc are planned. Collaborating with AANAPISI grant for planning and funding. Goal is to have 50-50 gender split in attendees. Career Trees will be utilized.	
Re-allocation 3.2.2 Filmmaking Career Immersion. Students plan, film and produce a music video from inception to completion.	
Measures	
Contact information for participants will be collected and used.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$5,232.99
Post-Secondary Total	\$5,232.99
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$5,232.99

Goal 4 Narrative

Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]//>
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

1. 1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]

In the NE Metro Consortium, secondary school, class offerings and schedules are based on student interest and enrollment. Students choose their pathway and classes in January and February for the following year. The school uses that input to create class schedules.

At the Career and Tech Center, 20 course are available for students to choose. Bases on enrollment, there are three time blocks available: 1)Time Block 1 8:05-9:50am; 2) Time Block 2 10:00-11:50am; 3)Time Block 3 12:35-2:10pm. Home schools provide transportation so all students have access to each time block. This provides accessibility and flexibility for student schedules.

At the post-secondary level courses are offered in day, evening, sometimes weekend classes. Additionally courses are offered in person, online and hybrid formats.

D2L is consistently used in CTE programs, enabling students to stay in constant contact with their peers and faculty, whether the course is online, hybrid or face-to-face. Some faculty record labs, field trips and lectures, so students can access them at any time. At the secondary level, Schoology is used in the same manner as D2L.

This provides accessibility and flexibility for student schedules.

2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]

Students in the NE Metro Consortium have multiple opportunities to earn early college credit.

1. Articulated Credit: We offer consortium students approximately 150 unique articulation opportunities, some of them brokered through other consortiums. We are a founding member (Shelli and Mary were both on the committee that redesigned this website) of and utilize the statewide ctecredit.com website to provide easy accessibility to all of the stakeholders.
2. Concurrent Enrollment: Data supports that students earning early college credit are more likely to matriculate to a post-secondary institution. Century in the High School has expanded in FY17 with the college creating the Director of Partnerships Position(see attached file.) As with other consortia, teacher credentialing at the secondary proves to be a barrier for rapid expansion of concurrent enrollment. We currently offer stipends for high school teachers to experience business and industry in the summer, which helps with the recency requirement of concurrent enrollment. We plan to augment this opportunity in the FY18 plan, collaborating with the partnerships director to target secondary teachers wanting to offer a concurrent class.
3. Post-secondary Enrollment Option: The PSEO opportunity is shared at PSEO Information Nights, at two area high school information sessions, Century College website, college fairs and other Century College presentations. PSEO at Century is a focus of a member of the admissions team. In FY17, there were 3 information sessions held for potential PSEO students and their parents. Approximately250 people attended these sessions. They were marketed using Century's social media accounts, campus monitors, posters mailed to feeder high schools, flyers, in appointments and at college fairs. Also, emails were sent to about 1400 prospective students in MN. In FY17, Century had 894 PSEO students (not an unduplicated number.)

3. Describe student services that enhance student transition [State Plan]

Secondary College and Career Readiness Specialists (CCRS) throughout the consortium provide academic and financial aid counseling to high schools students as they are making plans to pursue higher education. CCRS advise students in every aspect of a college career including housing,

academics, financial, housing, self-advocacy, applications and other general support.

The college maintains and works to increase transfer pathways to four-year institutions, so students can continue their education after completing their degree at Century.

The Perkins Career Navigators and the Adult/Non-Trad position will be completely dedicated to support student transitions in CTE programs.

Century’s model of Pathway Advising serves transitioning students as they transition from high school to Century and beyond.

The college also provides Access Services, Financial aid, Counseling, a Veteran’s Center, a Multicultural Center, LBGTQ Center all dedicated to enhancing successful student transitions. These services are also available to the 900 students at the Career Tech Center.

4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]

The Director of Career Services is a position dedicated to transitioning adult learners into the workforce. Some of the activities of Career Services include: maintaining the College Central Network website for employers to post open positions and student to find open positions, conducts workshops on resumes, cover letters ,interviewing and networking, time management, goal setting, professional communication, engages students in an interactive presentation on etiquette and professionalism, holds several education and employment fairs throughout the year which market volunteer and paid employment opportunities, and hosts recruiters on the Century College campus (ie Verizon, Comcast, Army, ACR Homes.)

5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]

The Director of Academic Partnerships brokers with high schools in other consortia to create concurrent enrollment opportunities.

Through our articulated credit process, high schools outside of the consortium articulate unique Century courses that are not available to them in their own consortium.

6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

Veterans Services at Century College provides veterans with the resources and support needed to understand what benefits are available to Veteran students so they can make informed decisions. The staff helps students achieve academic and professional goals by providing individualized assistance regarding what military education benefits are available to veterans during their time at Century and how they can make the most of them.

The position of Adult Transition Specialist will provide guidance and assistance for reentry students that include but is not limited to prospective students in English as a Second Language (ESL) and Adult Basic Skills Programs. Additionally, the Specialist will collaborate with One-Stops, workforce development agencies, social service agencies, corrections agencies, Armed Forces and the business community to provide non-traditional students will opportunities to enroll in Century College

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R6 Assessment , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition, R1 Academic Integration , R2 Programs of Study, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, P10 Student Transition
Strategies	
4.3 Provide support services to CTC students	
Outcomes	
4.3.1 The College Readiness Series (CRS)is maintained	
4.3.2 Accuplacer tests are administered to CTC students free of charge	
4.3.3 Strengthen pathway from CTC to Century College	
4.3.4 CTC students applying to Century College will have free applications	
Measures	
4.3.1.1 850 CTC students participate in the College Readiness workshop series	
4.3.1.2 Distribute CRS brochures to 12 consortium schools and key Century partners.	
4.3.1.3 Update 6 presentations to ensure information is relevant and current.	
4.3.1.4 Increase participation in CRS by 4 Century partners (Admissions, DARS, Financial Aid, Student Services, Century Foundation, Multicultural Center, Access Center.)	
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.	
4.3.4.1 Increase number of enrolled CTC students at Century College	
Reallocation Explanation	
Post-Secondary Required Activities	\$40,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00

Post-Secondary Total	\$40,000.00
Secondary Required Activities	\$2,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,500.00
Total	\$42,500.00

Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P1 Advisory Committees, P6 Mentoring/Support Services, P8 Teacher Preparation

Strategies

4.2 Enhance partnerships with Century College in order to strengthen student transitions

Outcomes

4.2.1 Career centers are supported at consortium high schools and middle schools

4.2.2 Create seamless transition for CTC students to continue at Century College

4.2.3 CTC instructors continue PLP process

Measures

4.2.1.1 All member district high school students have access to MCIS information

4.2.2.1 Update process dual credit

4.2.3.1 All CTC students complete PLP and 80% meet next step goal

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$18,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$18,000.00
Total	\$18,000.00

Goal 4 Objectives 3	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R6 Assessment , R10 Collaboration, P8 Teacher Preparation

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 MDE Literacy specialist assistance to begin the process of aligning academic standards with curriculum in CTE classes

Measures

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

4.1.2.1 Two CTC programs align literacy academic standards with curriculum

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

Goal 4 Objectives 4	
Required/Permissive Uses 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, and Good Will 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 Six meetings will be attended with Adult Pathways to Postsecondary partners.	
4.5.2.1 Six presentations will be presented to Adult Pathways to Postsecondary partners.	
4.5.3.1 Create document.	
4.5.4.1 Training will be provided for 12 employees.	
4.5.5.1 Opportunities for youth will continue to be offered as appropriate.	
4.5.6.1 Two meetings will be held to seek a sustainable model for this very successful program.	
Reallocation Explanation	
Post-Secondary Required Activities	\$30,500.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$30,500.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$30,500.00

Goal 4 Objectives 5	
Required/Permissive Uses 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.	
4.7.4 Co-facilitate ADIP workgroup to meet agreed upon goals	
Measures	
4.7.1.1 Increase outreach marketing tools with EASC bookmarks, campus monitors, and presentations on services.	
4.7.1.2 Promote CTE Awareness month.	
4.7.1.3 Hold EASC Open House during fall and spring semesters.	
4.7.2.1 Develop 2 new partnerships with West Campus departments to provide services on East Campus.	
4.7.2.3 Provide ten 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.	
4.7.4.1 Using agreed upon goals, track success of advising students using program guides and guided first semester worksheet to ensure students meet proper graduation date.	
Reallocation Explanation	
Post-Secondary Required Activities	\$31,375.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$31,375.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00

Total	\$31,375.00
Goal 4 Objectives 6	
Required/Permissive Uses of Funds*	R9 Special Populations, R10 Collaboration, P6 Mentoring/Support Services, P10 Student Transition
Strategies	
4.4 The Adult Transition Specialist provides awareness of college and career pathway options to prospective students in English as a Second Language (ESL) to provide non-traditional students with opportunities to enroll in Century College.	
Outcomes	
4.4.1 The Adult Transition Specialist provides awareness of college and career pathway options to prospective students in English as a Second Language (ESL) Programs	
Measures	
4.4.1.1 Create a process for students in the areas of career planning, goal-setting and developing career/college plans.	
4.4.1.2 Tracks student progress through identified pathway benchmarks and follows up with students to reconfirm goals or assist with alternate pathways according to changing student needs and interest.	
Reallocation Explanation	
Post-Secondary Required Activities	\$31,543.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$31,543.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$31,543.00

Goal 4 Objectives 7	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology
Strategies	
CTE teacher will work to incorporate the electrical and measurement modules into White Bear Lakes construction pathway curriculum to help students learn real-world skills as it relates to a career in construction.	
Outcomes	
Each student will be required to use the modules in their construction classes. Skills will be monitored and tested through-out the module for immediate feedback.	
Measures	
Amatrol learning system collects data and provides immediate feedback that will be used in class with students.	
Reallocation Explanation	Purchasing the Electrical and measurement modules for construction classes in White Bear.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$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 Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$3,731.14
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,731.14
Total	\$3,731.14

Goal 5 Narrative

Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec. 135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

1. 1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]

The collaborative CTC/Century Strategic Planning Committee described in the Goal 1 narrative met to best strategically align the secondary and post-secondary programs of study. This group created a work plan consisting of six tasks: 1) Academic Program Alignment – enhance; 2) Academic Program Alignment – monitor; 2) Academic Program Alignment – long-term planning; 4) Academic Program Alignment- marketing; 5) Data-sharing; 6) College and Career Readiness. This will strengthen our collaboration, and provide the best opportunities and the clearest pathways for students in the Northeast Metro Perkins Consortium.

Each consortium high school is given the opportunity to apply for grant funding based on need within the goal areas. The process is competitive.

The secondary District Perkins Reps (one from each consortia district) meet with the secondary Perkins Coordinator four times a year to discuss the needs in their districts.

In FY18, the VP of Academic Affairs, the VP of Student Services and deans will be actively involved in needs assessment.

The NE Metro Perkins Consortium leadership team meets monthly to update each other regarding current activities and discuss needs.

The secondary and post-secondary Perkins Coordinators meet monthly and discuss current collaborative activities, while at the same time assess the climate and what needs to be improved and addressed both currently and in the next grant.

The secondary and post-secondary Perkins Coordinators take all of the needs assessments contributed by all of the stakeholder and collaboratively create the Perkins plan for the next fiscal year.

2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]

Teachers and faculty level apply for funding through a competitive RFP process. Apps. Requests are granted based on the how well they meet grant goals, are required or permitted Perkins activities, and positively affect indicator data.

The data from the TSA results is used to evaluate student success and teaching and delivery methods are revised based on that data.

As a consortium, we are collaborating to improve our data. A major initiative began in FY17 and continuing into FY18 is the use of an outside consultant - Mark Perna with Tools for Schools. Mark is guiding a collaborative leadership team through the process of changing the image of career and technical education, resulting in putting the right student in the right program for the right reason. This outcome will improve our performance indicators by impacting participation, retention, and completion. We believe that this work will become a best practice in the state and our consortium will be a catalyst for change in career and technical education.

3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]

All teachers and faculty are responsible to deliver essential learning outcomes to their students, while remaining aware of their various learning styles and cultural backgrounds.

The secondary and post-secondary coordinators are responsible for communicating grant goals, requirements, performance indicators and compliance.

Accountability for success is a total team effort with all partners and stakeholders collaborating to ensure increased student success in CTE.

In the spirit of working toward shared responsibility of improving our performance indicators, we are designing a new position - K12 and Community Partnerships, splitting the salary between secondary and post-secondary. One responsibility of this position will be to address advisory committees.

We currently have 10 Program Advisory Committees that include representatives from both secondary (CTC) and post-secondary (Century) programs. These include Auto Service Technology, Cosmetology, Dental Assistant, Emergency Medical Services, Facilities Maintenance Engineer and Heating, Ventilation, & Air Conditioning (combined advisory), Visual Communications Technologies, Information and Telecommuting Technology, Law Enforcement, and Welding. A goal for FY18 will be to include a representative where possible, from consortium high schools that offer similar programming. Another goal will be to look at high school programs in which existing advisories need to be strengthened.

Attached is the 17-18 Career Tech rigor chart, which illustrates to students, parents and counselors the academic and technical rigor required in each of the programs offered at the CTC. This will help to get the right student in the right program for the right reason, enabling students, parents and counselors to see the purpose and value in career and technical education.

4. Describe collaborative budget development [State Plan]

The secondary and post-secondary grant coordinators begin to discuss the budget in February, and develop the collaborative projects for the next fiscal year. We then budget accordingly. The post-secondary reserve fund is always used collaboratively.

5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]

Our articulation meetings bring secondary teacher and post-secondary faculty together for face-to-face discussions of CTE courses. Curriculum, assessment, text books, projects and assignments are shared to better strengthen the POS.

Century has adopted a pathways model of advising, which allows each advisor to focus on one or in some cases a few programs. The advisors are in constant contact with the faculty in the program they are advising. This strengthens the advising provided to our CTE students.

- College Possible (Community Based Organization), referrals of students to and from this low-income and refugee-serving

student support services provider, and dissemination of information about higher education, including opportunities in Career and

Technical programs (<http://www.collegepossible.org>),

- College Readiness Academy, referrals of students to and from this low-income and refugee-serving student support services provider, and dissemination of information about higher education, including opportunities in Career and Technical programs

(<http://iimn.org/programs/education/college-readiness-academy/>),

- Hmong American Partnership (Community Based Organization), dissemination of information about higher education, especially Career and Technical Education opportunities and availability of AANAPISI Support Services, as well as referrals of students to and from this immigrant/refugee services provider (<http://www.hmong.org/>),

- Karen Organization of Minnesota (Community Based Organization), dissemination of information about higher education, especially Career and Technical Education opportunities and availability of AANAPISI Support Services, as well as referrals of students to and from this immigrant/refugee services provider, and dissemination of information about higher education, including

opportunities in Career and Technical programs and AANAPISI student services (<http://www.mnkaren.org/>),

- MN Asian Peace Officers Association, discussion of mentoring and internships of Asian and Pacific Islander students in law enforcement (<http://mnapoa.org/#/>),
- Roseville Adult Learning Center (Department in local school district), dissemination of information about higher education, especially Career and Technical Education opportunities and availability of AANAPISI Support Services (<https://www.isd623.org/schools/other/roseville-adult-learning-center>)
- Currently having conversations with Program Officers at MN Philanthropy Partners where they have expressed an interest in helping more African/African-Americans to be trained in CTE career pathways. Discussing how we could potentially offer short-term CTE training, such as in welding or other, that leads to an in-demand career at a Community Based Organization serving this population in the NorthEast Metro using some funding from MN Philanthropy Partners.
- Director of Academic Partnerships wrote and received a grant from the St, Paul Foundation to help high school teachers that wanted to teach a concurrent course meet the graduate credit credentialing requirement. This grant would grow and diversify concurrent enrollment offerings by reimbursing tuition of teachers who do not meet the credentialing requirement.

6. Describe promotion of consortium CTE vision [State Plan]

Northeast Metro Consortium provides cutting-edge, rigorous and relevant CTE education which prepares youth and adults for a wide range of high-wage, high-skill, high demand careers. Our goal is to develop a competitive workforce in our community.

Our vision is promoted through all of the activities of the grant. The information is disseminated through meetings with students, parents, administrators, business, industry, professionals, community based organizations, workforce centers, ABE, professional unions, and the community. We especially strive to share our vision with those unfamiliar with the importance and value of CTE.

The Mark Perna project is designed to raise the image of CTE with it being valued from a new perspective. The collaborative leadership committee consists of:

- Jill Stewart-Kellar, Principal Career and Tech Center
- Erick Lehet, Vice Principal Career and Tech Center
- Shelli Sowles, Secondary Perkins Coordinator
- Dave Paehlke, Teacher Career and Tech Center
- Dana Piper, Teacher Career and Tech Center
- Michael Berndt, Vice President Academic Affairs, Century College
- Jane Nicholson, Academic Dean, CTE, Century College
- Mary Klein, Post-secondary Perkins Coordinator, Century College
- Jim Stumne, Director of Marketing, Century College
- Jason Cardinal, Director of Admissions, Century College
- Mike Eddy, CTE Faculty, Century College
- Nathan Davis, CTE Advisor, Century College

The alignment in programming between the Career and Tech Center(CTC) and Century College affords solid pathways into Century's programs. The student body at the CTC draws from 12 consortium high schools. This project will strengthen the partnership between the two organizations and promote the value and benefit of career and technical education throughout the consortium as well as the community. As a result of the initial meetings in FY17, the team has developed cohesiveness and adopted a focused plan with a shared goal. This work will continue throughout FY18.

The secondary Perkins Coordinator presented on the College and Career Readiness Series, a best practice developed through Perkins at both the regional and national ACTE conferences and at multiple events throughout Minnesota.

The secondary Perkins Coordinator is the chair of the ACTE Region 3 Awards Committee. At the CTC, she serves on the Communications, Technology, Professional Development Committees and the Administrative Team.

The post-secondary Perkins Coordinator serves on the K-12 Partnerships Committee, the Strategic Enrollment Management Committee and is a member of Century's Concurrent Enrollment Advisory Board.

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality
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 participates and present in professional development such as Perkins meetings, workshops and conferences	
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

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$53,364.97
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$16,578.75
Secondary Reserve	\$4,012.19
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$73,955.91
Total	\$73,955.91

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)	\$0.00

Calculate Goals

Do you want to calculate all budget goals? Yes

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$172,600.00	\$93,000.00	\$0.00	\$0.00	\$10,761.83	\$750.00	\$277,111.83	\$236,360.15	\$69,000.00	\$0.00	\$0.00	\$9,500.00	\$1,389.57	\$316,249.72	\$593,361.55

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$51,352.00	\$4,600.00	\$0.00	\$0.00	\$0.00	\$0.00	\$55,952.00	\$94,954.00	\$0.00	\$0.00	\$0.00	\$11,300.00	\$0.00	\$106,254.00	\$162,206.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$117,750.00	\$11,000.00	\$0.00	\$0.00	\$0.00	\$5,232.99	\$133,982.99	\$13,000.00	\$6,000.00	\$0.00	\$28,529.78	\$0.00	\$0.00	\$47,529.78	\$181,512.77

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$133,418.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$133,418.00	\$30,500.00	\$0.00	\$0.00	\$0.00	\$3,731.14	\$0.00	\$34,231.14	\$167,649.14

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$53,364.97	\$0.00	\$16,578.75	\$4,012.19	\$0.00	\$0.00	\$73,955.91	\$73,955.91

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$475,120.00	\$108,600.00	\$0.00	\$0.00	\$10,761.83	\$5,982.99	\$600,464.82	\$428,179.12	\$75,000.00	\$16,578.75	\$32,541.97	\$24,531.14	\$1,389.57	\$578,220.55	\$1,178,685.37

Secondary Supplemental Budget Sheet

Description	File Name	File Size
FY18 Secondary Indirect Costs	Final FY18 Indirect Costs.xls	29 KB
FY18 Secondary Indirect Costs	Final FY18 Indirect Costs.xls	29 KB
FY18 Secondary Budget Sheet	Final FY18 SecondaryBudgetSummary 5 15 17.xlsx	79 KB
FY18 Secondary Budget Sheet	Final FY18 SecondaryBudgetSummary 5 15 17.xlsx	79 KB

Secondary Budget Reallocation

Description	File Name	File Size
NE Metro Reallocation FIN 428	Reallocation FY 18 FIN 475.xlsx	21 KB
NE Metro Reallocation FIN 428	reallocation FY18 FIN 428.xlsx	20 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$5,000.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$10,000.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$25,000.00

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:* \$72,638.37

Post-Secondary

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

Coordinator Budget:* \$97,906.14

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Mary Klein	Post-secondary Perkins Grant Coordinator		\$97,906.14	wg_Academic Professional 3 Perkins Coordinator 01102878 Mary Klein 2-9-11.docx
Carrie Hageman	Director of Career Services (50%)		\$45,102.00	wg_Academic Professional 2 Career Services Director 00745310 Carrie Hageman 6-5-14.doc
Nathan Davis	Career Navigator		\$58,869.79	wg_College Navigator Position Draft FY18.docx
New Hire	Career Navigator		\$58,869.79	wg_College Navigator Position Draft FY18.docx
New Hire	Adult/Non-trad		\$58,869.79	wg_Adult Transitions Specialist draft non trad (1).docx
Shelli Sowles	Secondary Grant Coordinator		\$72,638.57	wg_SS job des.docx
Jeff Reubish	Secondary Transition and Technology Assistant		\$28,529.78	wg_JR Job Description.pdf
Kelli Grey	Administrative Assistant		\$18,077.48	wg_KG Job Description.pdf
New Hire	Community & K-12 Partnerships (85%)		\$101,888.51	wg_Community_K-12_Partnerships_Position.docx
			\$540,751.85	

Improvement Plan Action Steps

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
<ol style="list-style-type: none"> 1. Creation of Adult/non-traditional position. This position will spend 50% of their time strategically focusing on non-traditional by gender recruitment activities. They will work closely with admissions, faculty, advising, marketing, the AANAPISI Grant staff and career navigators to ensure that the efforts in nontraditional recruitment and retention are organizational. They will also work with the collaborative Community/K-12 partnership position. 2. Creation of collaborative Community/K-12 partnership position. This position will help to coordinate efforts with the consortium high schools. 3. Mark Perna and Tools for Schools. The NE Metro Perkins Coordinators coordinated bringing this training to our consortium. http://www.ifsresults.com/ We convinced Mark to allow us to create a collaborative secondary/post-secondary leadership team for this project. He typically works with one organization at a time, but saw the benefits of our request. Our leadership team for this project includes Century's VP of Academic Affairs, Director of Marketing, Director of Enrollment, Perkins Coordinator, Academic Dean, CTE Career Navigator, and a CTE faculty; and the CTC principal, Perkins Coordinator, Community/K-12 partnerships position and two CTC teachers. This project will not only strengthen our collaboration, but will also strengthen the pathway for consortium students to Century. The outcome of this project will be improved recruitment and retention for the consortium CTE programs. In addition to improving both recruitment and retention, a typical side effect of getting "the right student in the right program for the right reasons" is improvement in the non-traditional performance indicator. We are very excited for the conversations (even the hard ones) that this project will encourage. This project also underlines the fact that Century is strategically working to make the work of Perkins organizational. 4. Girls Who Code project. (3.4.3 Basic grant) 5. Women in Law Enforcement Project. Law Enforcement is non-traditional for females. In fact, there are currently 8 female chiefs in the entire state of Minnesota. One of them will be teaching at Century in FY18. We are currently planning a Women in Law Enforcement Event, with appropriate role models for Fall 2018. (3.2.1 Basic Grant) 6. The Adult/non-trad position will be responsible to redesign the Women in IT support group. (3.2.1 Basic Grant) 7. The Adult/non-trad position will assess and modify the Women in IT recruitment plan. (3.4.1 and 4.8.1 Basic Grant) 	
Resources Needed	
Timeline	FY18 for implementation.
Person(s) Responsible	Perna Leadership Team will guide this process. Michael Berndt, Jane Nicholson, Mary Klein, Jason Cardinal, Jim Stummne, Mike Eddy, Nathan Davis.
How will progress be documented?	Increased non-traditional participation
Sub-populations or groups where gap exists:	
Describe any contextual factors that might contribute to this gap:	As we know we are up against a societal construct that greatly contributes to this performance indicator. Changing the perception is how we will make progress.
Further Information	

Related Improvement Plan documents

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: *	1S1 – Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	62.39
Actual Performance: *	59.86
General strategies planned to improve performance:	
The consortium leadership will reach out to the Minnesota Department of Education Reading/Language Arts Specialist for assistance with integration of academics into CTE courses. The goal is to schedule at least one workshop where CTE teachers along with the MDE specialist can analyze curriculum, and "pull out" reading and language arts. The consortium will plan a summer professional development opportunity for CTE teachers and administrators to examine area for continuous improvement. The consortium also plans to analyze data, trends and improve student success whenever possible.	
Comments or context for actual performance (optional):	
Improvement Report 2	
Indicator Not Met: *	1S2 – Academic Attainment in Math
Negotiated Performance: *	52.62
Actual Performance: *	48.72
General strategies planned to improve performance:	
The consortium leadership will reach out to the Minnesota Department of Education Mathematics Specialist for assistance with integration of academics into CTE courses. The goal is to schedule at least one workshop where CTE teachers along with the MDE specialist can analyze curriculum, and "pull out" Math concepts. The consortium will plan a summer professional development opportunity for CTE teachers and administrators to examine area for continuous improvement. The consortium also plans to analyze data, trends and improve student success whenever possible.	
Comments or context for actual performance (optional):	
Improvement Report 3	
Indicator Not Met: *	3P1 – Student retention or transfer
Negotiated Performance: *	48.00
Actual Performance: *	43.22
General strategies planned to improve performance:	
Retention efforts need to be institutional. The NE Metro Consortium Perkins coordinators have encouraged leadership at both the Career and Technical Center and Century to partner and collaborate on a project, bringing Mark Perna and his Tools for Schools organization in to work with our organizations. The goal of this project is to get "the right student in the right program for the right reason." Mark will teach us how to strategically implement and align our efforts to effectively accomplish this outcome. When an organization is successful, retention organically improves.	
Comments or context for actual performance (optional):	
Improvement Report 4	
Indicator Not Met: *	4P1 – Student placement
Negotiated Performance: *	86.70
Actual Performance: *	82.89
General strategies planned to improve performance:	
One of my goals for FY18 is to be trained in EPM11. I hope to also have the new Community/K-12 Partnerships collaborative position trained in EPM11. (This position will actually be an employee of the CTC, but Century and the CTC have developed, vetted and signed a data sharing agreement which will hopefully enable access to EPM11.) I will also offer leadership at the college to take part in this training. Until we can really understand if the placement is low in one particular program or across all programs, it is difficult to make progress in this performance indicator.	
Comments or context for actual performance (optional):	
Improvement Report 5	
Indicator Not Met: *	4S1 – Student graduation rate
Negotiated Performance: *	91.4
Actual Performance: *	90.17
General strategies planned to improve performance:	
Consortium leadership recognizes that graduation rates are an area of continued concern. Because of this we plan to continue promoting a general awareness of the concern and identify those schools that need additional support for high school graduation for CTE concentrators by using local district data. Perkins representatives will be responsible for implementing change at the individual district level.	
Comments or context for actual performance (optional):	
Improvement Report 6	
Indicator Not Met: *	5P1 – Nontraditional participation
Negotiated Performance: *	27.00
Actual Performance: *	24.00
General strategies planned to improve performance:	
This performance indicator continues to be difficult for us. This year, as you can see in our Improvement Plan, we are committing significant resources toward improvement. The collaborative Community/K-12 Partnerships position, the Adult/non-trad position, two CTE Career Navigators, the Career Navigator for the AANAPISI Grant, faculty in Law Enforcement, ITT, VCT and other programs, and the Perna team will be strategically working on this indicator in a variety of ways.	
Comments or context for actual performance (optional):	
Improvement Report 7	
Indicator Not Met: *	6S1 – Nontraditional participation
Negotiated Performance: *	42.11
Actual Performance: *	40.94
General strategies planned to improve performance:	
We will seek technical assistance from the state. We will continue to pursue professional development in this area of non traditional performance. We plan to continue focus on programs that are non-traditional by gender in our district representative meetings, tours, field trips, seakers, and presentations. We are also coordinating with College and their improvement plan.	
Comments or context for actual performance (optional):	
Improvement Report 8	
Indicator Not Met: *	6S2 – Nontraditional completion
Negotiated Performance: *	33.85
Actual Performance: *	32.28
General strategies planned to improve performance:	
We will seek technical assistance from the state. We will continue to pursue professional development in this area of non traditional performance. We plan to continue focus on programs that are non-traditional by gender in our district representative meetings, tours, field trips, seakers, and presentations. We are also coordinating with College and their improvement plan.	

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
Statement of Assurances	Signed_All_NEMetro_StatementofAssurances_FY18.pdf	536 KB

Attachments

Description	File Name	File Size
Career Tech Center Program Rigor Chart	2017-18_CareerTechProgram_chart_rigor.xls	155 KB
Secondary Salary Positions Page 2	Perkins Collaborative.msg	106 KB
Secondary Salary Positions Page One	Perkins FIN 428 FIN 475.msg	114 KB

Status Reports

ID	Type	Due Date	Submitted Date	Arrived?	Status
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