



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02636 - FY19 Northeast Metro Plan

Perkins IV Consortium

Grant Title: FY19 Northeast Metro Plan
Grant Number: 02425
Grant Status: Underway
Comments:
Applicant Organization: NE Metro Perkins Consortium
Grantee Contact: Sarah Shanley
Award Year: 2018
Program Area: Perkins IV Consortium
Amounts:
Contract Dates: Contract Sent 08/08/2018 Contract Received 07/01/2018 Contract Executed 06/30/2019
Project Dates: Proposal Date 08/08/2018 Project Start 07/01/2018 Project End 06/30/2019
Grant Administrator: Jeralyn Jargo
Contract Number: 02425
Award Year: 2018
Contract Dates

Contract Sent Contract Received Contract Executed Contract Legal

Project Dates 07/01/2018
 06/30/2019

Project Start Project End

Comments

Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Century College		
Centennial School District	01 public school district	
Chisago Lakes School District	01 public school district	
Columbia Heights School District	01 public school district	
Forest Lake School District	01 public school district	
Fridley School District	01 public school district	
Mahtomedi School District	01 public school district	
Mounds View School District	01 public school district	
North Branch School District	01 public school district	
North St. Paul-Maplewood-Oakdale School District	01 public school district	
Intermediate School District 916	06 intermediate district	
Roseville School District	01 public school district	
South Washington County School District	01 public school district	
Spring Lake Park School District	01 public school district	
St. Anthony-New Brighton School District	01 public school district	
Stillwater School District	01 public school district	
White Bear Lake School District	01 public school district	

Summary Narrative Part One

Career and Technical Education Programs:

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

Our plan supports CTE programs in our consortium through targeted funding centered on the goals of the Perkins grant and guided by district secondary leadership and post-secondary programming.

The RFP process for the secondary schools has been updated and will continue to utilize Google forms which is familiar to all partners. Funding awards are aligned to the federal Perkins grant rather than a set dollar amount per district. Innovative funds will continue to be offered as secondary schools throughout our consortium expand and align course offerings to meet the employment outlooks.

The secondary CTE instructors are focusing on curriculum development which was identified as our consortium began our program approval process. The rubric identified areas of need which are being supported through the RFP process. The need for stronger advisory committees with stronger relationships with area businesses was a need for many as well. In order to support our consortium our Perkins Coordinator has joined the Washington County Workforce and White Bear Lake Business Education Network to help make connections.

Collaboratively secondary and post secondary will be supporting non-traditional goals in law enforcement, computer science and education. Secondary schools are exploring these pathways, aligning to Century College's programming, increasing marketing in these areas along with credentials to support student success. As a consortium we will work together to support regional advisory committees, work based learning (general education), student transitions (post-secondary and/or to work), aligning pathway work and joint professional development. Monthly meetings with Century Perkins leadership and secondary Perkins leaders will be held to ensure progression in these areas.

The RFP process is in place to request post-secondary funds. Separate RFP's are in place to support professional development, innovation (equipment and technology), curriculum writing and student organizations. The request forms are designed to explain what the project is, how it is important to or will impact CTE programs and students, for professional development how the information will be shared with colleagues and utilized within the program, and advisory committee recommendations on the project where applicable. This process has created deeper and more strategic thinking from the beginning of the project.

Meeting State and Local adjusted levels of Performance

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

Our consortium received very detailed data from MDE during and after our monitoring visit. Perkins data has become and will continue to be used at every secondary and postsecondary meeting. Secondary Perkins Coordinator will continue to work with Kari-Ann Ediger to update data so we can continue to monitor the impact of our initiatives that we funded. RFP's that innovate and encourage incentives to address reading and math scores in secondary schools that fell below the target are encouraged along with supporting districts with data collection. All secondary schools will be provided P-file data and working with their business offices to ensure data they are uploading is accurate.

Carrolliner Kichenrer (Institutional Effectiveness at Century) presented at each of the compression planning sessions as we prepared to begin to write the grant. This year's grant supports a much deeper dive into the numbers that determine our performance indicators.

TSA's are a strength of our consortium and will be updated as we go through program approval. Curriculum writing will be supported as we focus on implementing frameworks, CTE standards and cross-walking with ELA and Math standards. Assessments and industry certifications will be explored looking for which one's support students. TSA coordinator will support all consortium secondary and postsecondary schools with ordering, coordinating and analyzing technical skill assessments.

How students participating in CTE are provided programs

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

The Northeast Metro Perkins Consortium uses data provided through DEED , ACTE, SLEDS and our MN Chamber of Commerce to analyze trends in high-skill, high-wage, high-demand occupations in our state, region and local communities. We also use advisory committees to identify local employment trends and needs for the next 3-5 years. Secondary and postsecondary teachers and faculty, who offer concurrent enrollment, will have joint professional development throughout the school year to ensure rigorous content and build relationships to support student success. Consortium wide there will be a focus on stackable credentials to ensure students are taking classes in a pathway (secondary-post), can attain an articulated and/or concurrent credits and receive industry certifications. CTE programs built around a rigorous credential have strong completion data which demonstrates the importance.

How students are provided with experience

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

There are many strategies used to support students with exposure to all aspects of industry. Secondary schools are focusing their instruction around these aspects of industry during their career exploration instruction, field trips, industry guest speakers, career fairs, CTE pathway events and advisory committees. Students are able to develop and document leadership opportunities through student based clubs, organizations and competitions. CTE teachers continue to grow professionally through summer internships, field trips and creating/maintaining/developing business partnerships. CTE teachers are supported to stay current in their CTE licensure to stay up-to-date in their fields.

Summary Narrative Part Two

Comprehensive Professional Development

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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 consortium needs assessment process and performance indicators have identified a number of professional development needs. The work of the consortium is to deliver professional development events that address; recruiting and retention strategies for non-trad, best practices in the formation and use of advisory committees, articulated credit: what it is and how it is used.

To be effective at the post-secondary level, this training must be delivered to a cross functional group at the college to include; advisors, teachers, faculty, DARS office staff and other student facing groups. Century has identified the need to cross train internal staff in key roles at the institution to support Perkins integration across the college. Some of the cross training is also appropriate for the admissions team. The target training topics include; early credit partnerships, supporting student transitions, Perkins nontraditional goals, Perkins program focus areas for FY19.

Another focus of professional development is to continue the implementation of the tools for schools work in both the secondary and post-secondary settings, with an emphasis of classroom level integration. The resources, lesson plans and handouts are located in the D2L Brightspace learning platform with access provided for high school partners. This effective practice portal will provide continued opportunities to collect effective practice models and share teacher/faculty developed resources. In addition, each CTE early credit classroom will have Career Trees as developed at either the high school or college level, and in some cases both. This visual support for the implementation of Tools for Schools lesson plans will provide classroom level reinforcement in the areas of career exploration, increasing career specific knowledge and developing individual career plans.

The consortium plans to address the Tools for Schools implementation support in a variety of professional development events for teachers/faculty who have articulated credit agreements and teachers/faculty who are working in concurrent enrollment courses.

The Consortia needs assessment process also identified that secondary partners want increased college branding in their classrooms. Our partners stated that these visual reminders of Century college credit being earned here - will help students connect with the day-to-day reality that

they are earning early credit. The secondary teachers also want to use this visual reminder to increase the early credit redemption and program specific matriculation for students.

In addition, the consortia plan will support related staff, teacher and faculty subject matter and career and technical education professional development by supporting attendance at related conferences and events. Secondary focus will be on supporting program of studies and high quality advisory committee's. Joint professional development will be a goal of this year especially in the program of study areas. Another professional development opportunity will be with our school district leaders and Perkins Secondary Leaders to go onsite to member districts to lead Perkins 101 meetings. The goal of this type of personalize professional development is to ensure districts understand the role of Perkins grant, role of Perkins leaders, funding trends, needs assessment and building partnerships. District leaders continue to change and now would be a good time to get everyone on the same page including business offices.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

Position descriptions as the Career and Technical Center require occupational experience in the relevant field. Current postings include criteria for the CTC job and the criteria necessary for offering early credits. This allows for secondary hiring with an eye to expanding credit opportunities. Vacancies postings are circulated throughout the consortia. In addition, industry advisories, regional partners and Century College faculty and staff help with teacher recruitment.

At the post-secondary level, the Human Resources department identified and leverages a number of position posting resources. Staff, faculty and business partners are also used as resources in recruiting to fill vacancies.

Secondary teachers are working with local HR departments to ensure licensure in the new tiered system and check on variances of current teachers who need an extension for another year. CTE teachers will continue to need support with the portfolios and identify pathways to CTE licensure. Consortium will continue to support districts with the changing licensing process.

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.

Q7) What tools and data sources does the consortia use to evaluate student performance. How did this evaluation influence this plan.

The college maintains an annual program review cycles that include a range of data sources specific to the program. Evaluation of the consortia performance indicators identified an opportunity to expand the use of Perkins metrics specific to non-trad and TSA performance in the data currently provided to faculty in the program review process. Including program level, including Perkins defined participation, placement and completion will also support Perkins data dissemination across the college. At the post-secondary level, with the support of the Institutional Research team, nontraditional (Perkins definition) student enrollment, persistence and completion data sharing will focus on programs with the greatest tactical impact. Program specific Perkins data embedded into program review will pilot in up to three targeted programs.

Course level data on formative and summative assessment guide the use of instructor driven course enrichment and student support resources. The college also maintains the use of Tutors Linked to Classrooms in CTE courses and general education courses in programs of study where student success indicates a need for additional classroom support.

In addition to the regular reporting metrics from Perkins benchmarks and institutional student success Century will be working on articulated credit tracking improvements in this plan. During the needs assessment process the college identified gaps in tracking early credit redemption and student success for students entering early credits earned via this strategy.

In addition to the student success metrics embedded in the program review cycle, the annual early credit evaluation report tracks both student success and student transitions to Century. Annual tracking and evaluation of this data provide targets for continuous improvement and targeted interventions. The continuous improvement is an element of individual and consortia discussions and addressed holistically within the early credit advisory committee.

Secondary schools will continue with the student data received from MCA tests and are working to ensure all data submitted is accurate. Our consortium is not using any other performance indicator assessments.

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)]

Our consortium used the CPIP grant as an opportunity to strengthen and improve our current programs of study. A consultant was used to analyze our current high school and college courses, technical skill assessments, course sequencing and business partnerships. Through the analysis a cross walk was made to current and future employment needs in high skill, high wage jobs. In May the report was shared and will be used during the upcoming school year to review evidence for keeping and/or changing our consortium programs of study. As a consortium we need to re-engage stakeholders around POS which was also evident when looking at the MN Program of Study Website. The programs listed on the website are inaccurate. This fall our consortium will meet with Perkins leadership teams at the secondary and post-secondary levels to do our own internal review of current approved RPOS and POS, share data gathered from our consultant including employment outlook and identify by November 15th our finalized POS for our consortium. Once approved the consortium will use the research and learning from our internal evaluations to support these programs areas of improvement. We will use the POS elements as a guide to select activities and strategies. Our consortium will have stronger POS in the future but need a year to relaunch and improve.

Goal 1 Narrative

Narrative for Goal 1: Designing and Implementing Programs of Study

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

#1 Through the use of a CPIP Grant and the secondary Program Review Process, the NE Metro Consortium is currently revisiting all previously approved programs of study and gathering evidence to support revising them or creating new ones. The Rubric for Assessing Career and Technical Education Programs, created by Minnesota Department of Education's Career and College Success Division, is the format used in our program review process. Updated POS enable our students to see a clear and concise pathway from secondary to postsecondary to prepare for their chosen career.

At MACTA this year, the secondary Perkins Coordinator volunteered to participate in the newly formed program of study committee. This committee will review the MN POS website, Career Wheel and employment outlooks to align pathways and programs of study.

#2. Students in the consortium have a variety of early credit options, some at their home high schools (via AP/IB) some in collaboration with area two and four year colleges, via post-secondary enrollment options and articulated credit. Century College is working to more effectively track incoming student use of early credit, expand training related to early credit redemption with high school career and college readiness staff, parents, students and Century College advisors and DARS office personnel. Evaluating the outcomes of the training will help the consortia determine which articulated credits are valuable to students, and more effectively provide professional development for staff involved in support the use of these credits. The director of academic partnerships meets annually with secondary partners to evaluate student success, credit redemption and partnership needs. Individual partnership plans collaboratively developed during training (secondary and post-secondary) will help to guide targeted work of the two Perkins advisors in planning early credit student transitions that are pathway specific.

#3 Secondary teachers are involved in the Program Review. Faculty are involved as we work to create articulation and concurrent opportunities for students. Rather than trying to simply articulate what exists in the secondary curriculum, teacher and faculty have conversations about revising the secondary curriculum so that it better aligns with the existing postsecondary learning outcomes and assessments. A binder containing the copy

points and career trees for Century's programs(developed through our Perna Tools for Schools work) will be given to all secondary and postsecondary,illustration at a glance, the programs of study available at Century. This will support to the benefit of a two-year CTE education. As they are advising students about possible programs of study, the copy points quickly capture what a person in this career would do and how it would impact the world. The career trees will illustrate the range of actual careers in the POS and what education level is needed for each.

#4 Secondary teachers are monitoring the progress of students in their classes and offering one-to-one support to those students that are falling behind. Proven instructional strategies such as project based learning acitivities, experiential learning and partnerships with business and industry are used throughout the consortium, These strategies improve academic and technical skills because it engages the student with the pathway and answers the "why" behind what they are learning. Century has tutors available in the east and west academic support centers for all student to access, as well as math, reading and writing centers where they can go for additional help. The Tutors Linked to Classes program places a student that has successfully completed a course into the course as a tutor. They help students struggling with concepts both inside and outside of the classroom and our data shows that students with access to TLC supprot are more likely to have a "C or better" , be less likely to withdraw and more likely to be retained.

#5 The plan continues to include support of professional development (local, state, regional, and national) linked to and enhancing the Perkins grant goals. The RFP process is utilized to request and obtain Perkins funds for PD. Postsecondary staff and faculty are encouraged to access their institutional PD funds first.Learning and best practices garnered through these experiences will be shared at leadership and CTE meetings planned in FY19. The consortium strives to offer collaborative PD in an effort to maximize resources and to build stronger relationships between secondary and postsecondary.

#6. The consortium recognizes the importance of valid and reliable Technical Skill Assessments in CTE programs and we always used TSA's from the state approved list. Many of our programs have state and/or national required certifications and licensures for students to work in that career (CPR, EMT, OSHA, Servsafe, NAR, Paramedic, Nursing, Dental Hygiene, Dental Assisting, Medical Assisting, Solar, Cosmetology, Addiction Counseling, Auto Service Technology.)

TSA's provide a tool for teachers and faculty to participate in continuous improvement, while ensuring rigorous content. TSA Data is analyzed to develop alternate delivery methods on those learning outcomes that were challenging to students or specific groups of students. Instructors are encouraged to look for trends in their data to make adjustments to future instruction.

The consortium realizes that many of the secondary TSA's are administered at the Career and Tech Center and during program approvals, TSA's are strongly recommended at consortium high schools. the position created in FY18, shared between secondary and postsecondary will be solely responsible for management of TSA's at both secondary and postsecondary levels.

The early credit program evaluates pass rates by setting and advises and provides professional development if needed.

#7 One strategy in FY19 will be to focus on creating new pathways with ABE Partners. (A pathway currently exists for ABE students to successfully complete an ABE course that is articulated to a course in Century's 16-credit Enterprise Technical Support Specialist.) we also plan to develop a baselin ABe student report for planning purposes and continuous improvement.

#8 All of the consortium's POS include holistic training in All Aspects of Industry. AAI is infused throughout our programs in many ways: scenario role play, industry speakers, project based learning activities, multiple modes of technology, career readiness presentations, industry certifications, student organizations and leadership opportunities, and field trips.

#9. Century College has launched a new holistic advising model, which included first year advising and intrusive advising strategies. In addition, the college supports two advising positions through Perkins. These positions lead efforts to develop program specific advising models and targeted events designed to support career guidance. An aligned academic early warning system also drives advisor- CTE student interactions.

#10 As the American workforce faces a shortage of a skilled workforce the HEA assists students in completing an affordable higher education to prepare them for the workforce. Secondary schools are aligning career and technical edcuation courses career pathways to encourage students to explore careers in high school. Students can pursue interests by completing classes within a pathway that leads to industry credentials and certifications. CTE classes are in the process of being crosswalked to our MN state standards (District 622-ELA, Park High School/Roseville Construction- Geo/Algebra) and are aligned to the CTE frameworks through program approval to ensure rigorous courses. When new science standards are adopted a crosswalk of Agriculture and Food Science curriculum will be completed.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 , R3, R4, R5 , P4, P6
Strategies	
1.1 Support the growth and development of Programs of Study and Rigorous Programs of study throughout the consortium.	
Outcomes	
1.1.1 Utilizing the work completed through the CPIP Grant and the work completed through the secondary Program Approval Process, which reviewed and updated our programs of study, a Program of Study Leadership group will gather labor market data to determine new consortium RPOS and POS.	
1.2.1 Support POS curriculum developement using the RFP process.	
1.3.1 Support acquisition of industry recommended equipment and technology to support POS.	
1.4.1 CTE programs with student organizations will promote leadership, team building and program awareness.	
1.5.1 Professional Development of staff and faculty will be supported at national, state and local leels.	
1.6.1 Each postsecondary CTE program will have an advisory committee with secondary representation wherever possible.	
1.7.1 At the secondary level, collaborative regional advisories will be formed based on the career wheel.	
Measures	
1.1.1.1 At monthly consortium leaders meetings, participants will look at the data and determine where we can create new POS at consortium high schools. Participants will engage in unpacking the 10-components for a new RPOS.	
1.2.1.1 A record will be kept of completed curriculum writing requests.	
1.3.1.1 A record will be kept of equipment and technology purchases.	
1.4.1.1 At least 10 student organizations will be funded.	
1.5.1.1 At least 100 staff and faculty will attend professional development verified through attendance records.	
1.6.1.1 Each committee will meet twice per year and submit member list, agenda and minutes for each meeting.	
1.6.1.2 Implement advisory committee checklist and resource packet(using Career Program Advivory Committee Handbook) for faculty and teachers	
1.6.1.3 Pilot advisory board effective practice in Computer Science based on CSCI Needs Assessment.	
1.6.1.4 Pilot joint secondary/postsecondary advisory committee event in November.	
1.7.1.1 This year will focus on the development of one regional career field advisory.	
Post-Secondary Required Activities	\$169,976.00
Post-Secondary Permissible Activities	\$117,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$40,512.69
Post-Secondary Total	\$327,488.69
Secondary Required Activities	\$221,681.31
Secondary Permissible Activities	\$30,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$35,129.88
Secondary Total	\$286,811.19
Total	\$614,299.88

Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R1
Strategies	
1.2 Assess the career and technical education programs funded under Perkins IV through the use of career pathway state approved assessmensts.	
Outcomes	
1.2.1 Through the secondary program approval process we are working to identify and update approved TSA's and collaborate with Century	

College to determine which TSA is most beneficial to students.

Measures

1.2.1.1 Crosswalk the TSA's currently used in secondary pathways to those used in postsecondary pathways to determine which are most beneficial to students.

1.2.1.2 TSA's will continue to be administered by the consortium. Data will be shared with faculty and teachers and analyzed at Perkins Leadership meetings.

1.2.1.3 Number of TSA's will be increased by 10% (currently 209 at secondary and 18 at postsecondary.)

Post-Secondary Required Activities	\$1,000.00
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Post-Secondary Permissible Activities	\$2,000.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$3,000.00
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Secondary Required Activities	\$0.00
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Secondary Permissible Activities	\$50,000.00
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Secondary Admin Cost	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$50,000.00
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Total	\$53,000.00
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Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R10
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Strategies

1.3 Continue to offer dual enrollment opportunities throughout the consortium.

Outcomes

1.3.1 Students are able to register for articulated or concurrent courses throughout the consortium.

1.3.2 Actively participate in annual state leadership meeting to maintain and improve statewide articulation website.

1.3.3 Support high school teachers with articulated classes on how to use the articulated credit website and ensure that all students are registered and have received a final completion status.

1.3.4 To encourage students to continue in their chosen pathway, Irondale High School articulated instructors will pilot a project intended to reach the students who have successfully completed an articulated course. Century will create the informational, congratulatory letter which will include: financial savings, employment outlook, salary and course sequence.

Measures

1.3.1.1 A biennial articulation meeting is offered at Century college. Articulation agreements are entered into the state articulated credit website.

1.3.2.1 Meeting will be attended.

1.3.3.1 Emails reminders about the articulated website will be sent out twice a semester to ensure compliance, with the intent of reducing the amount of pending students in the system.

1.3.3.2 Work with IE and the DARS office in FY18 will enable accurate tracking of utilization of articulated credits at Century.

1.3.4.1 Pilot will include the following Irondale High School articulations: Introduction to Business Applications, Word Processing for College, Construction and Solar Energy, Housing and Interior Design, Fashion Merchandising, Marketing, Sports Marketing, Digital Electronics.

Post-Secondary Required Activities	\$6,500.00
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Post-Secondary Permissible Activities	\$0.00
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Post-Secondary Admin Cost	\$0.00
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Post-Secondary Reserve	\$0.00
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Post-Secondary Total	\$6,500.00
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Secondary Required Activities	\$5,000.00
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Secondary Permissible Activities	\$0.00
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Secondary Admin Cost	\$0.00
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Secondary Reserve	\$0.00
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Secondary Total	\$5,000.00
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Total	\$11,500.00
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Goal 2 Budget: Effectively Utilize Employer, Community, and Education Partnerships

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R5 , P6, P8, P15
Strategies	
2.1.1 Provide opportunities for staff and students to engage with community businesses.	
Outcomes	
2.1.1 Field trips are financially supported by member high schools and the consortium.	
2.1.2 CTE teachers can participate in a summer internship in their career field	
2.1.3 Perkins Grant and Partnership Coordinator strengthen business and industry partnerships across the consortium.	
Measures	
2.1.1.1 At least 30 field trips by member high schools and Century Programs will be completed by June 10, 2019 and documented through RFP's.	
2.1.2.2 Two or more new CTE teachers who have never participated in summer internships will take part by the end of June 2019.	
2.1.3.3 K-12 agendas will be shared and recorded from at least 3 partnership meetings during the upcoming school year.	
2.1.3.3 Attendance will be kept on digital work calendars from WBL Chamber, VHEDC, Ramsey and Washington County Work Force meetings that take place during 2018-2019. Secondary Perkins leader will also add one new partnership with the Woodbury Chamber of Commerce.	
Post-Secondary Required Activities	\$20,899.02
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$20,899.02
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$26,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$36,000.00
Total	\$56,899.02
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R5 , R6 , R7
Strategies	
2.2 Explore and pilot an individual and collaborative work-based learning model.	
Outcomes	
2.2.1 The CTC will design work-based learning in the context of student development and labor market data, using Wright Technical Center as a model.	
2.2.2 The newly formed Service Learning/Career Services Department and the foundation at Century will collaborate with the CTC to explore a common relational database to share business contacts and work based learning opportunities.	
Measures	
2.2.1.1 CTC will be utilizing a work based learning consultant to design, create and implement a WBL model for 916 CTC for the 19-20 school year with course offerings ready for publishing by November 2018.	
2.2.2.1: The new Service Learning/Career Services Department will document monthly meetings to collaborate and meet with local business contacts to build work based learning opportunities at secondary and post-secondary.	
Post-Secondary Required Activities	\$24,634.00
Post-Secondary Permissible Activities	\$3,800.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$28,434.00

Secondary Required Activities	\$20,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$20,000.00
Total	\$48,434.00

Goal 2 Objectives 3

Required/Permissive Uses of Funds*	R6
Strategies	
2.3 Engage in pathways development & stackable credential pathways with ABE partners	
Outcomes	
2.3.3 Collaborate with area ABE partners to develop stackable credential pathways in health care, teacher education and ITT.	
Measures	
2.3.3.3 three samples of pathways promotional materials	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 4

Required/Permissive Uses of Funds*	R6
Strategies	
2.4 Partner with industry and business to support non trad student enrollment	
Outcomes	
2.4.4 In a pilot program (Computer Science) the non trad student recruiting assistance will be extended to aligned business.	
Measures	
2.4.4.4 two sample business engagement summaries	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 2 Objectives 5

Required/Permissive Uses of Funds*	R5 , R6 , R9 , P15
Strategies	
2.5 Use data to drive ABE planning and strategies	
Outcomes	
2.5.5 Develop an ABE tracking (SLEDS) and outcomes dashboard designed to supporting planning and decision making.	

Measures	
2.5.5.5 Sample report	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

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

The consortium has a focus on building the non-trad pipeline via a number of strategies. Professional development for high school teachers, college and career counselors, college advisors, faculty and staff will focus on building the CTE/POS pipeline, creating an understanding of Perkins measures and mapping secondary- post secondary career exploration events designed to support Perkins defined nontraditional career awareness and exploration in three targeted programs.

New this year is a secondary – postsecondary professional development training for all teachers who have active articulation agreements with Century. This consortium led event, will focus on non-trad and the role of career exposure and exploration in these introductory classes. The Tools for Schools lesson plans will be a focus of this element of the professional development activities.

Strategies designed to address Perkins non-trad measures will also be a component of a training. This training on nontraditional enrollment will focus on supporting students who claim an undecided status.

At the secondary level the secondary Perkins coordinator is working to ensure that CTE enrollment reflects the diversity of the district.

There are three programs in the consortia with a specific focus for non trad; Business, ITT/CVF and Law Enforcement/Criminal Justice.

In the past year, LE/CJ built non-trad gender focused career exposure and recruiting events (secondary/post-secondary/adult returning students) in partnership with local law enforcement agencies.

The college will implement a version of the CJ/LE prototype partnership and recruiting event in Business and ITT/CVF. In an effort to create stronger, more aligned pathways, these same programs will hold curriculum alignment professional development events across high school and college programs.

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)]

Century College is addressing student preparedness via a summer remediation focused opportunity. Century is offering a Summer Scholars Academy, designed to support incoming students to become college ready in their academic placement. The program design address 'readiness' by using multiple measures and provides multiple support strategies for students.

The AANAPISI (Asian and Pacific Islanders) grant is supporting students who may not have a career path identified. Five careers in five days, provides hands on exposure to ten different careers areas across programs with a range of academic rigor.

The college also has a brother-to-brother grant that provides men of color as mentors to male students of color at North St. Paul. This initiative supports the development of college ready behaviors and skills with transition support to graduating from high school and enrolling at Century College.

The customized training division serves students in a wide variety of work-focused programming, on the job site, at the College and with students just out of high school through adults reentering the work force. Some programs are direct employment and others are mixed credit/noncredit.

The Trio/Upward Bound and Educational Talent search teams serve as site support for students at both middle and high school. The Century staff, support students in academic preparedness and building and maintaining a college ready skill set. The program is designed to support student transitions, making connections between the high school TRIO opportunities and the College level TRIO supports.

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.)]

At Century, the Access Center / Disability Services assists students, parents, and college employees to provide access to our programs, services and activities. Students with disabilities and Century College officials collaborate to resolve questions of "reasonable accommodation" and other issues related to the College's compliance with disability laws.

An accommodation is a modification or support that gives a student with a disability an equal opportunity to participate and benefit from Century College. Accommodations are adjustments to standard practice. The purpose of effective accommodations is to increase a student's chances for success.

Century College has collaborated with three area high schools to increase the pool of students who enter college prepared for early college credit. This partnership, designed to support the academic middle, evaluates academic placement and designs a school-based sequence of college ready coursework and individual student supports. At these same schools, early credit opportunities and strong pathways allow students to build credit momentum prior to transitioning to post-secondary schools.

In addition, the consortium works on transition planning and access to Century student services in a range of areas including; veteran's center, access center, multicultural center and other student support areas in the college.

North East Metro 916 (as one of the 16 secondary districts in the consortia) has devoted time and energy to determining rigor levels for each program and has created a visual and reference format. Entry Accuplacer levels have been determined for each program. 916 CTC also provides both classroom level support and Accuplacer testing prep for students as a mechanism for improving scores and ensuring access.

916 CTC has engaged the 14 member districts in discussions related to expanding programming for students for whom independent living, and living wage direct employment is a personal goal.

4. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].

At Century College, the Perkins grant supports Tutors Linked to Classrooms in CTE and general education courses that align with CTE program requirements. This classroom based support supports students with on-site remediation and learning reinforcement. Secondary schools support CTE teachers whom have a range of skill level in their classrooms. While rigor remains high when appropriate teachers modify outcomes to meet the learning needs of their students.

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

The 916 mission includes ensuring the right students are in the right programs for the right reasons. This focus in individualization and equity ensures that students will have access based on their individual needs.

Minnesota State Colleges and Universities have both policy and procedures to ensure nondiscrimination. System policy 1B1 includes nondiscrimination and procedure 1B1.1 includes procedures. The college maintains a nondiscrimination statement on an external website, which also lists key contacts for reporting.

Century College is guided by Minnesota State Colleges and Universities policy and procedures related to non-discrimination. The college 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, 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, the college takes 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.

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

The North East consortium works with the Department of Employment and Economic Development to support the creation of and revisions to programs and programs of study. Program advisory committees are another vehicle for supporting the identification and implementation of high wage, high demand programs.

At the college level, students have the option of earning stackable credentials tailored to individual work force career steps. Students can earn direct employment credentials and support themselves while obtaining further educational credentials. In many of the consortia programs of study, high school programming leads to direct employment opportunities, and students transition to Century to build upon the entry-level credential.

7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

For all early credit CTE courses there are several mandatory 'quality control' steps, aligned with National Association of Concurrent Enrollment partnerships requirements. Syllabi must be aligned with college instructor syllabi – including assessment methodology. The college faculty visits and signs off on the rigor and implementation of the course. Finally, early credit requires continued professional development across secondary and post-secondary settings to ensure coherent and rigorous content addressed.

Student success on Technical Skills Assessments and Board Certifications embedded in POS are also tool used to ensure academic rigor.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R1 , R5 , P1
Strategies	
3.1 Broaden the responsibility for meeting Perkins performance indicators across the college divisions and departments.	
Outcomes	
3.1.1 Advisors, program faculty, high school teachers, career and college readiness staff are well versed in Perkins data measures and understand their role in non traditional student recruitment.	
Measures	
3.1.1.1 non trad enrollment goals identified in up to three advisor position descriptions	
3.1.1.2 training agendas	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R6 , P17
Strategies	
3.2 Build replicable career exploration activities specific to students who are undecided in their major area, with a focus on non trad program goals.	
Outcomes	
3.2.2 Offer up to three events targeted at students with an undecided major. Focus on recruitment in non trad target areas.	
Measures	
3.2.2.2 event agendas from 3 related events	
Post-Secondary Required Activities	\$3,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$3,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$3,000.00

Goal 3 Objectives 3	
Required/Permissive Uses of Funds*	R11
Strategies	
3.3 Develop processes to document articulated course rigor	
Outcomes	
3.3.3. Develop high school teacher and college faculty engagement strategies to align curriculum and ensure rigor for courses that have articulation agreements.	

Measures	
3.3.3.3 Two professional development agendas (August 24th and November) will be documented and shared with consortium.	
3.3.3.4. Professional development during the upcoming school year will involve CTE teachers with an articulated course to crosswalk their syllabi to ensure rigor that will be collected/analyzed upon completion.	
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 Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

Goal 3 Objectives 4	
Required/Permissive Uses of Funds*	R3, R9
Strategies	
3.4. Increase campus level awareness of Perkins non trad enrollment targets and program balances.	
Outcomes	
3.4.4. Non trad recruitment targets incorporated into high school career and college readiness classes, career counseling centers, admissions and advising work plans.	
3.4.4 Non trad recruitment will be focused on in the areas of IT, LE and Education in coordination with our post-secondary partner.	
Measures	
3.4.4.4. Knowing students register for classes in January a focused marketing campaign will begin at the end of October-early January focusing on non-traditional areas.	
3.4.4.4 Two events focusing on recruiting IT, LE and Education non-trad will take place between September-November at Century College.	
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 Total	\$0.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$10,000.00

Goal 3 Objectives 5	
Required/Permissive Uses of Funds*	R11
Strategies	
3.5 Pursue National Association of Concurrent Enrollment Partnerships program accreditation	
Outcomes	
3.5.5. Program infrastructure aligned with accreditation standards	
Measures	
3.5.5.5. Accreditation application	
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 Total	\$0.00
Secondary Required Activities	\$0.00

Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 3 Objectives 6	
Required/Permissive Uses of Funds*	R4, R5
Strategies	
3.6 Support student success via Tutors Linked to Classes in CTE and related general education courses.	
Outcomes	
3.6.6. Student success improves in targeted courses	
Measures	
3.6.6.6 TLC annual results report	
Post-Secondary Required Activities	\$12,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$12,000.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$12,000.00

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]/i>
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)]

Goal 4

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

Post-secondary classes use a grid system for scheduling. This system ensures a variety of course time options. The schedule for general education requirements is designed to support program course offerings.

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

Many consortia partners develop and post early credit maps for courses available in the school. These student and family resources outline the varied sources and opportunities for earning early credit at each home high school.

In addition, the majority of courses offered at 916 Career and Technical High School earn either articulated or transcribed college credit. In FY19 the North East Consortia will focus on increasing the use of articulated credits, providing educator training and resources to support student redemption the early college credits.

A review of the Century College early credit tracking system revealed several opportunities for improvement. More in-depth tracking of credit sources (including credits incoming from partnerships with Work Force Centers and ABE sites) will provide the consortia with a better understanding student use of early credits and help shape strategy related to early credit.

High School teacher, college advisors and admissions representatives training will provide a deeper level of early credit expertise across positions at the secondary/post-secondary level. This strategy is designed to increase the number of articulated credits being applied at Century College.

Finally, Century College produces an annual early credit report that will include credits earned by articulation beginning 2019. This holistic review will afford the consortium the ability to target technical assistance in both the talking points used in classes where students are earning early credits and the support on the college side for redeeming the credits.

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

The consortia plan includes and added focus on supporting student transitions. On the college side, there are six new advisors and an academic reorganization designed to support student transitions. The college academic affairs has reorganized into the following pathways: STEM Pathway, Human Services Pathway, Arts and Humanities Pathways, Health Sciences Pathway, Social and Behavioral Sciences Pathway, Industry Pathway, Business Pathway and Applied Design Pathway. While the program alignment varies from the 'Perkins Wheel', the attempt is noteworthy. The realignment creates the ability to support students who emerge from secondary pathways and programs of study and transition to a post-secondary program. Integrated teams of advisors, faculty, counselors and campus resource staff can be pulled together to address specific transition supports for students.

The need for additional transition supports for students in the consortium was a topic identified during a needs assessment process with secondary early credit partners. At the secondary level, partners asked the college to build, program of study partnership plans, between CTE teachers and college faculty. Partnership planning will be an outcome of the Fall 18 Concurrent Enrollment professional development event. Completed plans will identify clear student transition support needs and allow the secondary and post-secondary partners to share responsibility in their implementation.

916 CTC maintains a Career and College Readiness position that works to support student transitions from 916 to direct employment and post-secondary placement. In FY19 the model of transition support and college readiness will be implemented with up to three partner schools. This role coordinates Accuplacer testing and provides remedial support for students who earn scores that are not compatible with their future academic and employment goals.

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

While there is no adult learner specific program at the college there are a cluster of related services that support this population. The college maintains a DARS/Transfer office that supports credit for prior learning and transfer credit redemption. In FY19 this office will improve credit tracking, identifying the source of credit, and when articulated at the high school level, the high school and course that was redeemed. The veterans services office at the college has strong student support models that can be leveraged when the college moves forward the development of adult pathway resources and supports. More than 80% of the students at the college are employed part time and the average age meets national adult learner definitions. With this in mind, the college began a self-study process using CAEL adult learner inventories, to determine campus priorities related to this population. Two Vice Presidential interim positions and two college dean replacements have occurred in the closing months of the FY18. With this in mind, the focus will remain on individual department support improvements for the adult learner population.

The Career Services department provides both college wide and program specific work force student supports. From resume writing to mock interviews, this team provides small group and 1:1 support for transitions. The career services area also hosts a job-listing site, Career Central Network, where students can identify jobs to pursue. Additional resources available to students include a range of activities, events and resources that support building 'work ready skills' like time management, etiquette and professionalism, professional communication and interviewing. Career Services also brings employers to campus for both part time and full time work. These career fairs often include a mock interview component where students can practice emerging skills.

To further support student transitions, the Career Services area and 916 will engage in a pilot to share resources. The College Central Network is an employer-driven database that lists employment opportunities and internships. Century and 916 will pilot access expansion to 916, investigating the process and training needed to create opportunities for secondary student use of this resource.

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

Secondary schools use student enrollment data to guide articulation requests and the requests related to brokering with other consortia and colleges.

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

Using SLEDS related to student post-secondary enrollment after high school and informal classroom surveys, high school teachers are able to identify schools their students are attending. If the attendance pattern is for a post-secondary institution our side the consortia, teachers ask the consortium to set up meetings with area 2 year schools to see if it is possible to broker an agreement. Typically, students in the consortium attend Century College, St. Paul College, Anoka Technical, DCTC and Pine Tech also have high enrollment from sectors of the consortia.

Veterans services at Century College provides veterans with the resources and supports needed to understand benefits, and advocate for military and family member needs. Drop in centers, affinity study areas and clubs help to address the needs of this population. In addition, the college is improving the credit for prior learning processes, where individuals with military service are awarded credits for work training completed while in the military.

Guidance and assistance for adults who are reentering college is provided by the expanded team of Century College advisors. The new service model includes mandatory advising for first year students. Finally, partnerships with area Adult Basic Education, and the development of pathways with stackable credentials support adults in transition and ensure that credits earned can be applied in an academic pathway.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R3, R5 , R8 , R9 , P1
Strategies	
4.1 Assist consortium secondary schools with the integration of math, english/language arts and career exploration into career and technical education classes.	
4.2 Enhance partnerships with Century College in order to strengthen student transitions.	
4.3 Career and College Readiness centers, advisors and counselors will receive support to build CTE awareness and career exploration.	
Outcomes	
4.1.1 A sub-group of the secondary Perkins leadership team (based on schools who did not meet negotiated target) will meet to identify core and CTE teachers to crosswalk curriculum, build relationships and share instructional strategies.	
4.2.2 Students at CTC and other consortium high schools who are committing to attend Century College will participate in a college readiness process in collaboration with post-secondary staff.	
4.3.3 Consortium high schools will receive career and college readiness workshop information and support from our Career and College Readiness Specialist.	
Measures	
4.1.1.1 Meeting dates (2 during the school year) need to be on the NE Metro Perkins by October 1, 2018 with documentation of strategies identified to crosswalk ELA and Math to CTE classes.	
4.2.2.2 Six Career and College Readiness professional development events are ,document, planned and posted on a shared calendar.	
4.3.3.3 Career and College Specialist meeting agendas, invites and workshop information will be shared in August with Perkins Coordinators with an outline when communications for each event will be shared.	
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 Total	\$0.00
Secondary Required Activities	\$20,000.00
Secondary Permissible Activities	\$33,000.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$53,000.00
Total	\$53,000.00
Goal 4 Objectives 2	
Required/Permissive Uses of Funds*	R6 , P2
Strategies	
4.4 Develop a credit based Nursing Assistant Pathway for implementation with ABE & workforce partners	
Outcomes	
4.4.1. Establish the Health Care Core Curriculum as a credit course(s) in teh Broad Field Health Care degree	
Measures	
4.4.1. HCCC identified in the broadfield degree elective course list	
Post-Secondary Required Activities	\$800.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$800.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00

Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$800.00

Goal 4 Objectives 3

Required/Permissive Uses of Funds*	P3
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Strategies

4.5 Improve the Century College infrastructure sufficient to support the transition of sub baccalaureate career and technical education students into baccalaureate programs.

Outcomes

4.5.5 Baccalaureate priorities are clearly identified via student and industry engagement processes

4.5.6. Hosting and branding of four year partnerships is clearly visible and easily understood by students

4.5.7 Century College engages in and measures baccalaureate program student success

Measures

4.5.5. Results summary from student surveys, focus group findings

4.5.6 4 year partner signage at two campus locations

4.5.7 Sample student success and completion data sharing agreements

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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00

Goal 4 Objectives 4

Required/Permissive Uses of Funds*	R3, R6
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Strategies

4.6 Increase awareness of career and technical education across the college and in early credit classroom across the consortia.

Outcomes

4.6.1 CTE branding will be visible and easily understood

4.6.2 Faculty across the college will have the knowledge and ability to describe up to five CTE programs to students who may inquire

4.6.3 Classrooms will have visible career trees and program branding visible

Measures

4.6.1.1 Photos of three examples of CTE program branding in secondary classrooms and hallways

4.6.2.1 3 samples of student communication

4.6.3.1 Photos of career trees, copy points and other program promotional materials visible in up to five teaching and learning spaces

Post-Secondary Required Activities	\$46,733.00
Post-Secondary Permissible Activities	\$1,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$4,000.00
Post-Secondary Total	\$51,733.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00

Secondary Total	\$0.00
Total	\$51,733.00
Goal 4 Objectives 5	
Required/Permissive Uses of Funds*	R8 , P2
Strategies	
4.7 Support students in newly emerging Career Pathway Model of advising.	
Outcomes	
4.7.1 Provide holistic advising and case management for CTE Students	
Measures	
4.7.1.1 student contact logs from assigned CTE advisors	
4.7.1.2 Total annual Early Alert student consultations	
Post-Secondary Required Activities	\$136,123.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$136,123.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$136,123.00

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]

1. 1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]
2. 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. 3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. 4. Describe collaborative budget development [State Plan]
5. 5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. 6. Describe promotion of consortium CTE vision [State Plan]
- 7.
8. At the college level, Century College is undergoing multiple changes that affect the Perkins work. The college is moving to aligning their programs under pathways (these do not necessarily align with the Perkins wheel) to create operational efficiencies and align resources. This will be a positive contribution to the Perkins work, affording us to develop career expos, exploration and professional development events by pathway.

Ongoing work this year will have two overarching focus areas; integration and implementation. At the college Perkins accountability has been isolated to a few positions. In order to be effective, accountability strategies, accountability related data and ongoing Perkins priorities will be cross trained among key positions at the college. To support this work, key positions have been updated to reflect the integration of Perkins work.

An administrative position has now dedicated 35% of the time to pursuing system level grant integration. This position reports directly to the Vice President level, ensuring that obstacles to integration can be addressed by the executive cabinet. Strong collaboration with program deans remains an ongoing operational strategy. In addition, this administrative position is designed to provide work direction to the two shared (co funded) positions that

are employed by 916. Collaborative position oversight is essential to the new FY19 grant design – where multiple positions take the lead on coordination of Perkins deliverables.

In addition, the two advisor positions have stronger Perkins language inserted into the position descriptions, ensuring their availability and prioritization across a broader sector of Perkins related outcomes.

The Perkins post-secondary grant coordinator assigned duties have also shifted slightly, and are designed to create strong, integrated supports for student transitions.

The secondary grant coordinator and career and college readiness have partnered financially to maximize the collaboration funds. Post-secondary uses reserve funds to support collaborative positions which total funding 50% of the secondary career and college readiness position and 43% of secondary Perkins coordinator. The secondary coordinator has focused on transparency with funds and processes for distribution, monitoring expenditures and updating an equipment list that wasn't completed for two years. A focus is being made to re-engage districts who have been absent, supporting new Perkins leaders in partner high schools and supporting high school administration with CTE funding, supporting career and college readiness, sharing CTE resources/marketing and professional development.

The systemic implementation (at the classroom level) of the career trees is one of the professional development priorities this academic year. This work promoted at the 24 August Concurrent Enrollment professional development event. CTE faculty mentors will lead a session designed to highlight the implementation of the classroom level resources in CTE courses. In addition, CTE high school teachers now have access to a D2L: Brightspace site where these resources are available. Faculty mentors at the college are encouraged to implement these research proven strategies for CTE student engagement. All CTE Concurrent Enrollment classroom will have Century program career trees as a visual support for this work. Independent of this event, Century College will continue to engage in systemic implementation of this work across career and technical program, via professional development and informal faculty mentoring.

Phase II of targeted professional development targets high school teachers that hold current articulated credit agreements with Century College. These teachers will be invited to a professional development event designed to reinforce the use of the CTEcreditmn site and introduce the Century College career trees and associated lesson plans.

1. At the college level, there are several data points that are used for planning purposes. The college department program review cycle uses updated data for the September launch of individual program review. Metrics used in this review include a variety of student success data. The Perkins team will be working to determine if non-trad measures can be included for some of the target programs. This will provide a more integrated annual review of this metric. Current Perkins benchmarks that are included are; multiple perspectives of student success, students that declared the major vs. annual graduates, placement in jobs. The annual review of student success measures help to ensure that innovation and resource assignment align with student needs.
2. The Northeast Consortia reviews data in several joint meetings. From these meetings outreach priorities are developed. Together consortia leaders take a holistic approach to moving Perkins accountability measures. During the 17-18 academic year, high school counselors and career and college readiness specialists were included in the Perkins professional development series. They were provided an overview of Perkins, Perkins data and introduced to the Minnesota State Longitudinal Data System (SLEDS). Ensuring a wider range of professionals across both secondary post secondary are included in our outreach and data sharing will help broaden our base for contributing ideas, strategies to address needs.
3. The Northeast consortia identifies individual priorities and aligns them via a collaborative planning process. Budget development is aligned to the consortia priorities developed together. The college budget is guided in the needs assessment process which includes recommendations from program advisory committees.
4. Collaborative initiatives between the consortium and stakeholders include; collaborating with Roseville and Mounds View Irondale ABE teams to identify pathways from ABE into teacher education pathways. This focus arose from a work force needs assessment and districts partners asking us to help address the lack of diversity and worker shortage in the teaching profession. The consortia is also collaborating to pilot the creation of joint advisory committees – in up to three targeted programs. This joint focus with external partners is designed to support work place aligned curriculum and partnerships.
5. Promotion of consortium CTE vision focus has been on building out the Tools for Schools work by Mark Perna. The CTE vision includes classroom branding (copy points, career trees) and the use of the Tools for Schools lesson plans at the beginning and end of the semester. The focus on classroom branding will be for all CTE consortia wide CTE classrooms that have an articulation agreement with Century College. A joint professional development teacher/faculty training event is scheduled for early 2019. This event will include topics related to implementing the career trees developed under a previous year Perkins contract.

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

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R6 , R11 , P15
Strategies	
5.5 Expand the use of data driven priorities and resource allocation	
Outcomes	
5.5.5 Integrate Perkins benchmarks and other related data points into existing college reports	
5.5.5.1. Expand the use of SLEDs data to drive decision making and resource allocation	
Measures	
5.5.5.5.5. Template for integrated report data	
5.5.5.5.1. SLEDs data integration report sample	
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 Total	\$0.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$0.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	R4
Strategies	
5.1 Communicate and coordinate implementation of Perkins grant	
5.2 Coordinate the RFP process for distributing Perkins resources within the consortium.	
5.3 Consortium leadership team will participate in staff development	
5.4 Consortium leaders will support CTE programming and best practices by attending local, state, regional and national conferences.	
Outcomes	
5.1.1 Maintain and update secondary Perkins website housed on the 916 CTC high school site.	
5.2.2 RFP process is communicated, documented and implemented and used throughout the consortium.	
5.3.3 Secondary Perkins representatives will attend all local consortium meetings.	
5.4.4 Increase attendance by consortium leaders to attend Perkins relevant conferences.	
Measures	
5.1.1.1 Photo of updated website data including funding opportunities for RFP's, professional development, staff development, student organizations and summer internships available on website.	
5.2.2.2 Accurate financial records that contain RFP expenses being distributed.	
5.3.3.3 Attendance logs	
5.4.4.4 At least 10 Perkins leads will attend a CTE education conference	
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 Total	\$0.00

Secondary Required Activities	\$8,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,500.00
Total	\$8,500.00

Goal 5 Objectives 3

Required/Permissible Uses of Funds*	R2 , R3
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Strategies

5.6 Implement the CTE student engagement career trees and related work across campus and in the classroom

Outcomes

5.6.6.1 Program career trees visual resources displayed in secondary and post secondary classrooms.

5.6.6.2 Student engagement, career related lesson plan used at the beginning and end of the semester.

5.6.6.3 Teacher and faculty driven effective practice implementation models.

Measures

5.6.6.1. 3-5 photos of classroom displays

5.6.6.2. Implementation survey results (secondary and post secondary)

5.6.6.3 D2L open resource table of contents

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

Goal 5 Objectives 4

Required/Permissible Uses of Funds*	R10
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Strategies

Administrative Overhead to support the grant implementation.

Outcomes

Administrative Overhead to support the grant implementation

Perkins Grant is implemented according to federal law.

Measures

Secondary RFP process templates and monthly communication logs will be documented through Google.

An implementation survey will be conducted to gather feedback from consortia partners at the end of the year in order to support and improve processes.

Post-Secondary Required Activities	\$53,000.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$31,551.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$84,551.00
Secondary Required Activities	\$55,203.28
Secondary Permissible Activities	\$1,214.40

Secondary Admin Cost	\$49,042.49
Secondary Reserve	\$0.00
Secondary Total	\$105,460.17
Total	\$190,011.17

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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$177,476.00	\$119,000.00	\$0.00	\$40,512.69	\$336,988.69	\$226,681.31	\$80,000.00	\$0.00	\$35,129.88	\$341,811.19	\$678,799.88

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$45,533.02	\$3,800.00	\$0.00	\$0.00	\$49,333.02	\$30,000.00	\$26,000.00	\$0.00	\$0.00	\$56,000.00	\$105,333.02

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00	\$30,000.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$183,656.00	\$1,000.00	\$0.00	\$4,000.00	\$188,656.00	\$20,000.00	\$33,000.00	\$0.00	\$0.00	\$53,000.00	\$241,656.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$53,000.00	\$0.00	\$31,551.00	\$5,000.00	\$89,551.00	\$63,703.28	\$1,214.40	\$49,042.49	\$0.00	\$113,960.17	\$203,511.17

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost								
Goal Total	\$474,665.02	\$123,800.00	\$31,551.00	\$49,512.69	\$679,528.71	\$370,228.52	\$140,214.40	\$34,198.56	\$35,129.88	\$579,771.36	\$1,259,300.07

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Secondary Budget Summary 2019	FY19 SecondaryBudgetSummary 5-15-18.xlsx	83 KB
Secondary Budget Summary 2019	FY19 SecondaryBudgetSummary 5-15-18.xlsx	83 KB

Perkins Grant Collaboration with WorkForce Centers

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$5,000.00
Totals	\$10,000.00

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:* \$94,414.26

Post-Secondary

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

Coordinator Budget:* \$69,604.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Nicholas Doten	CTE Advisor		\$73,932.99	Nick Doten PD.pdf
Kaohlee Vue	CTE Advisor		\$61,645.00	Mailee PD.pdf
Sarah Shanley	Secondary Perkins Coordinator		\$94,414.26	PD.SecondaryGrant.Partnershipscoordinator shanley.docx
Jill Slayton	Career and College Readiness Specialist		\$72,865.12	PerkinsSecondaryCareerandTechnicalEducationTransitionsSpecialistREVISEDMay2018.docx
Kelli Gray	Administrative Assistant		\$19,199.98	wg_KGJobDescription.pdf
Mary Klein	Perkins Post Secondary Coordinator		\$15,872.00	Academic Professional 3 Perkins Coordinator 01102878 Mary Klein 2-9-11.docx
Sue Dion	Director of Academic Partnerships		\$35,700.00	AS2 SueDion.Position Description.docx
Carrie Hageman	Director Career Services		\$51,585.00	Academic Professional 3 Director 00745310 Carrie Hageman.docx
vacant	Perkins and Transitions Specialists		\$69,604.00	Perkins.MAPEII.PD.docx
			\$494,818.35	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups	Describe any contextual factors	Further Information
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						where gap exists:	that might contribute to this gap:	
3P1 ? Student retention or transfer	<p>3P1: Retention or transfer improvement plan</p> <p>Programs of opportunity: Nursing Assistant, Registered Nursing, EMT, Medical/Clinical Assist (Identified via our data)</p> <p>Programs of opportunity: Nursing Assistant, Registered Nursing, EMT, Medical Assisting</p> <p>The programs with the most significant opportunities in this area are identified above. Century will need to conduct a deep dive into the data to see if there are specific courses that are contributing to student retention issues. (Institutional Research/Sue Dion)</p> <p>Once the course level data is identified we will work with program faculty to share information and identify opportunities to support student retention. We have budgeted for Tutors Linked to Classes (TLC), and will budget for up to five additional courses. If a course is identified as contributing to student retention issues, we will add classroom level resources.</p> <p>The college has also redesigned the structure of the advising team. The redesign connects advisors to program/pathways and the model incorporates earlier and more frequent intrusive advising. These are research-based strategies designed to support student retention. If general advising is a strategy identified as contributing to retention and transfer Sue Dion will work with the supervisor of the advising team to more effectively use data to create strategic advising opportunities.</p> <p>Century College is broadening the degree completion partnerships available to our students. Identifying student transitions issues to four-year degree attainment and strategizing to address them in programs that impact the Perkins 3P1 is the work that will drive the selection of four year partners and the identification of student support that are a part of the implementation process.</p>	Deeper data around Century College student transfer gaps and opportunities (Institutional Research)	Fall semester: Assemble data metrics, 4 year partnership focus group to address transfer issues. Spring Semester: initiate strategy conversations with four year partners	Sue Dion, Institutional Research, Transfer pathways focus group	Visible presence of 4 year partnerships on campus Implementation of a 4 year partner communication strategy for students in up to 3 target programs Identification of a 3-5 year strategy for four year partnerships at Century	This is an outcome of the improvement plan	2p1 and 3p1 are linked and 2p1 has been increasing the past several years the 3p1 has been decreasing over that same time. This is an indicator where we may want to provide some rationale and negotiate a lower target in 2019	<p>Stakeholders: Institution research, targeted programs, university partners</p> <p>Process: This work requires a deep self analysis of institutional history, and the identification of a future focused strategy. The steps identified above are process steps needed to develop a cohesive, data driven institutional strategy.</p> <p>Data Sources: College student transfer history, indication of interest in four year degree completion options, participation in transfer events and fairs, program specific Perkins measures</p>
5P1 ? Nontraditional participation	<p>Improvement Plan for 5P1: Non Traditional Participation</p> <p>Goal 1: Engage a wider segment of Century staff and faculty in supporting non trad recruitment</p> <ol style="list-style-type: none"> 1. Integrate non trad into annual program performance measures (Sue Dion) in three targeted programs. (Sue Dion) <p>Evaluation: Program data report</p> <ol style="list-style-type: none"> 1. Cross train advisors, program faculty and high school teachers & College and Career Readiness staff with articulated credit relationships about non trad needs in specific programs of focus (Criminal Justice/Police Science, Computer Science, Nursing and Nursing Assistant) 2. (Sue Dion & Sarah Shanley) <p>Evaluation: training agendas</p> <ol style="list-style-type: none"> 1. Incorporate non trad recruiting goals into admissions and advisors positions and work plans 		AY 18-19	Sue Dion, Sarah Shanley, Carrie Hageman	Noted above, agendas, work plans, meeting notes and follow up student surveys	We will focus on three primary programs to address non trad; Business, Information and Technology and Criminal Justice/Law Enforcement	We have not successfully integrated non trad participation outside our main Perkins leadership position in the past. Integrating the work across multiple positions will more effectively broaden the base of support for addressing this indicator. Senior positions will more effectively broaden the base of support for addressing this indicator.	We have not successfully integrated non trad participation outside our main Perkins leadership position in the past. Integrating the work across multiple positions will more effectively broaden the base of support for addressing this indicator. Senior positions will more effectively broaden the base of support for addressing this indicator. Senior positions will more effectively broaden the base of support for addressing this indicator. Senior positions will more effectively broaden the base of support for addressing this indicator.

	<p>i. Work plans and updated position descriptions</p> <p>Goal 2: Explore early credit relationships in three programs of focus as a strategy to build a pipeline or non trad students (Sue Dion and Sarah Shanley) Oct-March (Implementation would be Fall of 19)</p> <ol style="list-style-type: none"> 1. Build replicable career exploration activities in up to three programs. Target current majors, high school students in aligned early credit and current Century undecided students. (January – March) (Carrie Hageman) <p>Evaluation: Event agenda</p> <p>Evaluation: Post student surveys about career engagement and likelihood to pursue a non trad career</p> <p>Goal 3: Evaluate consortia wide CTE feeder programs to determine alignment with non-trad goals. (Sept – Dec)</p> <ol style="list-style-type: none"> 1. Initiate CTE conversations for new/updated POS in up to three high schools (Sarah Shanley) 2. Determine viability of expanding CTE in targeted high schools <p>Evaluation: Meeting notes, New CTE listings, expanded programs of study</p>								
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Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	61.36
Actual Performance: *	59.13
General strategies planned to improve performance:	
Our consortium leadership team will be focusing on building relationships between high school language arts and CTE teachers. Last year a small percentage of staff attended a summer workshop with very little impact. A smaller leadership team will be meeting during the summer and fall to design a pilot in one or more of our focus schools focusing on buiding bridges between our ELA and CTE teachers.	
Stategy #1: Incentives have been offered to encourage ELA and CTE teachers to work together. Possible ideas that were shared/brainstormed at our Perkins Leadership Meetings:	
<ul style="list-style-type: none"> • Identify reading strategies are 11th and 12th grade ELA teachers using in their classrooms, collaborate on a technical reading assignment, research project formatting, reading strategies, new vocabulary skills • Collaborate on technical reading documents such as construction manuals • Co-teaching on a project • Classroom observations- 2 times during the fall 	
Our focused leadership group will have our first planning meeting in August.	
Our focus is on the following schools:	
St. Anthony-NB*	60.00
Mounds View*	58.85

Stillwater Area*	58.77
Forest Lake	58.13
Centennial*	57.33
Fridley	52.17
North St. Paul-MO	51.97
Spring Lake Park	51.89
Roseville	49.08
Columbia Heights	42.51

Comments or context for actual performance (optional):

Improvement Report 2

Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	50.72
Actual Performance: *	48.38

General strategies planned to improve performance:

As our smaller consortium leadership group meets we will meet to cross walk math standards to CTE industry projects/real-life in order to share with core math teachers the "why" behind math. Our team will begin with construction.

Team will meet in August to plan the following:

2 teachers (one high school math and one construction and/or manufacturing teacher) to meet 3 times during the year to crosswalk curriculum. Secondary Perkins Coordinator will lead once teachers are identified.

Perkins Secondary Coordinator will identify dates of curriculum crosswalking and work with industry and business partners to identify a representative from business to help with this project. The districts listed below our target will be our focus groups.

Consortium Target FY17	50.72%
Mounds View*	49.64
North St. Paul-MO	45.64
Stillwater Area*	39.78
Fridley	37.31
Roseville	34.58
North Branch	33.13
Columbia Heights	26.95
St. Anthony-NB*	20.83

Comments or context for actual performance (optional):

Improvement Report 3

Indicator Not Met:*	3P1 ? Student retention or transfer
Negotiated Performance: *	48
Actual Performance: *	41

General strategies planned to improve performance:

3P1: Retention or transfer improvement plan

Programs of opportunity: Nursing Assistant, Registered Nursing, EMT, Medical/Clinical Assist

The programs with the most significant opportunities in this area are identified above. Century will need to conduct a deep dive into the data to see if there are specific courses that are contributing to student retention issues. (Institutional Research/Sue Dion) (Timeline: October/November)

Once the course level data is identified, we will work with program faculty to share information and identify opportunities to support student retention. We have budgeted for Tutors linked to classroom, and will budget for up to five additional courses. If a course is identified as contributing to student retention issues, we will add classroom level resources. (Sue Dion & Institutional Research) (Spring semester TLC placement)

The college has also redesigned the structure of the advising team. The redesign connects advisors to program/pathways and the model incorporates earlier and more frequent intrusive advising. These are research-based strategies designed to support student retention. If general advising is a strategy identified as contributing to retention and transfer Sue Dion will work with the supervisor of the advising team to more effectively use data to create strategic advising opportunities. Sue Dion will review retention numbers in targeted programs quarterly with the director of advising. Evaluation: quarterly advising reports.

As a student retention and transfer strategy, Century College is broadening the degree completion partnerships available to students. Identifying student transitions issues to four-year degree attainment and strategizing to address them in programs that impact the Perkins 3P1 is the work that will drive the selection of four-year partners and the identification of student support that are a part of the implementation process.

Resources needed Deeper data around Century College student transfer – gaps and opportunities (Institutional Research)

Timeline: Fall semester: Assemble data metrics, 4 year partnership focus group

Spring Semester: initiate data focused conversations with four year partners

Persons Responsible: Sue Dion

Evaluation:

Visible presence of four-year partners on the Century College campus

Contracts with 4-year partners

An institutional 3-5 year strategy – driven by data and aligned with Perkins metrics

A defined evaluation plan for four year partnerships

Comments or context for actual performance (optional):

Improvement Report 4

Indicator Not Met:*	4P1 ? Student placement
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Negotiated Performance: *	86
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Actual Performance: *	84
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General strategies planned to improve performance:

General Strategies

Strengthen the CTE pipeline in consortia high schools by aligning curriculum, cross training CTE teachers and hosting students on related CTE visits

Improve advising and career exploration opportunities for students who are 'undecided'

Pull major data quarterly to adjust strategy

Comments or context for actual performance (optional):

Comments or context

Identify and target programs with greatest statistical opportunity

Improvement Report 5

Indicator Not Met:*	4S1 ? Student graduation rate
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Negotiated Performance: *	91.00
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Actual Performance: *	88.38
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General strategies planned to improve performance:

Consortium will be working with Mahtomedia and St. Anthony New Brighton School districts. Both districts had significant drops in graduation rates this year which is noticeable since their data trends the last few years has remained in the 80-90% range. Perkins Coordinator is working with district leads to ensure P-file data is accurate and accurately capturing concentrator data.

Comments or context for actual performance (optional):

Improvement Report 6

Indicator Not Met:*	5P1 ? Nontraditional participation
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Negotiated Performance: *	26
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Actual Performance: *	23
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General strategies planned to improve performance:

Improvement Plan for 5P1: Non Traditional Participation

Goal 1: Engage a wider segment of Century staff and faculty in supporting non trad recruitment

1.a. Integrate non trad into annual program performance measures (Sue Dion) in three targeted programs. (Sue Dion)

Evaluation: Program data report

2.b. Cross train advisors, program faculty and high school teachers & College and Career Readiness staff with articulated credit relationships about non trad needs in specific programs of focus (Criminal Justice/Police Science, Computer Science, Nursing and Nursing Assistant, Education and Business Administration) (Sue Dion & Sarah Shanley)

Evaluation: training agendas

3.c. Incorporate non trad recruiting goals into admissions and advisors positions and work plans (Sue Dion)

Evidence: Work plans and updated position descriptions

Goal 2: Explore early credit relationships in three programs of focus as a strategy to build a pipeline or non trad students (Sue Dion and Sarah Shanley) Oct- March (Implementation would be Fall of 19)

Goal 3: Build replicable career exploration activities in up to three Century pathways. Target current majors, high school students in aligned early credit and current Century undecided students. (January – March) (Carrie Hageman)

Evaluation: Event agenda

Evaluation: Post student surveys about career engagement and likelihood to pursue a non trad career

Goal 4: Evaluate consortia wide CTE feeder programs to determine alignment with non-trad goals. (Sept – Dec)

4.a. Initiate CTE conversations for new/updated POS in up to three high schools (Sarah Shanley) (18-19 academic year)

4.b. Determine viability of expanding CTE in targeted high schools

Evaluation: Meeting notes, New CTE listings, expanded programs of study

Comments or context for actual performance (optional):

Improvement Report 7

Indicator Not Met:*	5P2 ? Nontraditional completion
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Negotiated Performance: *	15
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Actual Performance: *	13
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General strategies planned to improve performance:

Identify and target programs with greatest statistical opportunity

Identify point in degree completion where students stop out - design strategies around these points of vulnerability

Determine and add needed interventions in three targeted programs

Measure impact

Comments or context for actual performance (optional):

We are working to include Perkins measures in our annual program review cycle. This integration will effectively systematize Perkins reporting data and the development of annual strategies.

Improvement Report 8

Indicator Not Met:*	6S1 ? Nontraditional participation
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Negotiated Performance: *	41.00
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Actual Performance: *	38.60
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General strategies planned to improve performance:

Secondary schools are going to deepen our efforts and focus on a smaller non-trad area. Specifically secondary and post-secondary will work together to strategically work to increase non-traditional enrollment by gender in Law Enforcement, IT and Education. These pathways have strong involvement from instructors with support from industry. When speakers are invited to classes a focus will be on a non-trad and/or diverse representative. Networking and collaborating with secondary, post-secondary and industry to schedule and monitor.

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
NE Metro Secondary Statement of Assurances	NE Metro Statement of Assurances.pdf	2.4 MB

Attachments

Description	File Name	File Size
High level summary of the FY19 consortia plan	FY 19 Highlights.docx	52 KB
Consortia Needs Assessment Summary	FY18 Needs assessment.pdf	639 KB
Consortia Needs Assessment Summary	FY18 Needs assessment.pdf	639 KB
This is the sample of our annual k12 report. We have identified more effective tracking of incoming articulated credit - so we know which schools and the courses students are bringing into articulated credit requests. We anticipate the report cycle to be July/August of each year.	K12 Partnerships Data Profile.final.pdf	1.9 MB
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Century Leadership Goal Alignment Findings	Perkins Century Leadership meeting findings.pdf	349 KB
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Consortia combined planning meeting outcomes	Perkins Joint Sec.PostSec.Planning Meeting Outcomes.4.2018.pdf	429 KB
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