



MINNESOTA STATE
Career and Technical Education

FY19 PERKINS GRANT APPLICATION

ANNUAL PERFORMANCE REPORT

Award Year: 2018

Report Period: 7/1/2018 – 6/30/2019

Consortium Name: Northeast Metro Consortium

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Submitted Date: 10-15-19

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

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

During the FY19 program year the Northeast Perkins Consortia focused on the following activities supporting Programs of Study (POS):

Attending CTE Works (14/16 districts were represented), Student Organization Conferences/competitions (DECA, BPA, FFA, FCCLA, HOSA), MACTA, VISION 2018, Career Pathways Symposiums (November & January). Program of study meetings were held at the following high schools: 916 CTC, Columbia Heights, Spring Lake Park, Stillwater, St. Anthony, Roseville, Mahtomedi, Park, Forest Lake and So Washington County Schools. Additionally, a work-based learning meeting was held in April (sped and regular ed led by our consultant, Laurie McKenzie. Mark Perna conducted a presentation on concept and use of career trees and the integration of this tool into course curriculum. This workshop session also included information on employment trend data, and the RFP process for enhancing and providing resources to identified approved programs of study.

Articulation agreement meetings were conducted during FY19 these meetings enabled the Perkins team to discuss programs of study and utilize the ACTE quality rubric which provides a

framework to conduct an informal assessment of a schools' programs of study (see attachment 4).

At the postsecondary level, funds were used to support active learning across CTE programs. This support also included major equipment purchases for CTE programs (see attachment 1)

Consortia leadership held ongoing meetings with district leaders. These meetings focused on designing quality programs of study. The ACTE quality rubric was used as the common understanding of quality. Consortia leadership supported district level strategic planning and program development efforts. Consortia leadership also supported teacher professional development activities related to quality POS. Professional development occurred via pathways and the ACTE quality rubric was used to facilitate self-assessment and identify POS priorities.

At the postsecondary level during FY19 Perkins funded curriculum projects ranged from supporting a redesign of curriculum in the Translation and Interpreting (TRIN) program to a new approach for course offerings in the Emergency Medical Services program which included offering online courses (see attachment 1)

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

Secondary schools increased participation in CTE classes by 5, 045 students compared to 2018. The top three POS for our consortium are: Business, Culinary & Construction. Districts that are increasing in participation and concentrators are investing in CTE programming, attending consortium professional development, focusing on career pathways and building programming around future employment demands. Our consortiums P-file data is still not accurate. While FCS codes were updated now all districts need to crosswalk their new approved POS and make sure all course and program codes have been updated.

At the postsecondary level the review of Perkins performance indicators provides relative to POS, the ability to focus on various elements of POS programs and degree areas. The program review process includes data sets that evaluate non-traditional student participation and gender balance/representation in student success, persistence and participation in programs.

The Perkins IV Actual and Local Negotiated Performance Levels Report indicates improvement for college on performance accountability indicators 2P1 - Student Retention or Transfer, 5P1 - Non-Traditional Student Participation, and 5P2 - Non-Traditional Completion for reporting years 2016-2018 (see attachment 2).

Programs of Study (POS) most directly contributing to improvement in performance indicator 2P1 are Nursing Assistant, Registered Nursing, EMT, Dental Assisting, Interior Design, HVAC, EMT, Accounting, Computer Skills Certification.

As it pertains to performance indicators 5P1 and 5P2, POS's contributing to improvement were Business Administration/Management, Criminal Justice, Communication, Registered Nursing, Accounting, Criminal Justice, Communication, and Graphic Design.

College data sets from Institutional Research office indicate a need to continue focusing increasing non-traditional student participation and gender balance/representation across CTE academic programs.

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

Most Successful - Our partnered (secondary and postsecondary) Career Pathway Symposiums we held in November and January with our secondary school leadership teams led to changes in pathway development throughout our consortium. Schools learned from our speakers, collaborated and shared resources. Our work continued throughout the school year and into this fall.

We are continuing our work with a trip to visit the Academies of Rockford in October and adding Career and College Readiness Symposiums in January and April 2020.

The continued focus on introducing the career tree concept in collaboration with our secondary partners has led to the use of Perkins funds to support the purchase of additional career trees for placement in consortia high schools.

A professional development session was conducted in August 2019 at which time attendees were reintroduced to the Tool for Schools career tree concept. As a result, instructors both secondary postsecondary, submitted proposals for special projects to implement the use of career trees materials (curriculum guide) during the FY20 academic year (see attachment 3).

QUESTION: Describe any innovative initiatives. Did your consortium award incentive sub-grants for exemplary performance or to promote innovation? If yes, please describe.

An important innovation involved the convening regional ABE and workforce center partners to discuss an adult career pathway concept. Using results from the regional needs assessment, the East Metro ABE consortia determined a focus on IT pathway development. The group brought together a range of community-based providers, regional ABE teams, postsecondary leaders and industry. More detailed information is noted in Goal 3 of this report.

No incentive sub-grants were awarded in FY19. We applied for a CPIP grant to continue our work with POS but it was not funded. This summer our Perkins coordinator worked with Washington County Workforce and Vadrnais Heights Economic Development Corporation to apply for a couple of grants.

If you answer "Yes" to any of the following questions, please briefly describe your activities.

QUESTION: Did your consortium:

- expand the use of technology in CTE programs?

Yes, at the postsecondary level Perkins supported a number of equipment purchases to support the expansion of technology in CTE programs. Perkins supported the purchase of the following items: Bioprinter and UR Robot - Additive Digital Manufacturing; Handheld X-Ray Machines - Dental Assisting; Maikin with Simpad - Nursing Program (see attachment 1).

Secondary purchases: Geriatric, Medication and blood pressure simulators- Health Science, sawstop-Construction, 3D head and neck anatomy-Dental, real care babies-Human Development, 3D animal (small and large, plant) models-Agriculture, sports marketing simulation- Business, screen stretching unit-Technology Communication.

- offer or provide professional development to CTE teachers, faculty, administrators, and/or career guidance and academic counselors?

CTE teachers attended the following professional development opportunities in our consortium: program approval by career pathway, work based learning, Career Pathway Symposium (district leadership, CTE staff and counselors), summer externships , sending two staff per high school to CTE works, two CTE leaders attended the VISION 2018 conference and two attended our Region III conference. Other PD occurred within our state at the following: CTE Works, ServSafe, FACS Culinary Bootcamp, MnACTE SNP, MTEEA, MAAE Summer Conference, AgTech Winter Conference, ACTE Region III, Summer Externships.

Perkins provided resources to support professional development training for the CTE faculty members through the Century College Perkins Summit. Additionally, training was made available to support Additive Digital Manufacturing and Cosmetology faculty.

In collaboration with our secondary Perkins Coordinator we provided training sessions on the use of articulated credits. Presenters focused on alignment of secondary to post secondary programs, provided information on early credit strategies and introduced the quality rubric noted earlier in this document (see attachment 4).

Perkins funds were used to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education.

The Century College Emergency Medical Services Program worked to design new program delivery methods and content format for the paramedic program. This project included the redesign of several courses and included developing online model for delivery of course content (see attachment 1).

Perkins funds were used to support the Century College Education Department curriculum redesign to align with PELSB standards (see attachment 1).

Secondary schools are working on their career pathways, but progress varies from school to school. As a consortium we are focusing on high skill, high wage and in-demand jobs. This shift to aligning to employment trends is happening slowly but we do have our front runners (Forest Lake, White Bear, Mounds View and Roseville) and in the beginning phases for Mahtomedi, St. Anthony and Columbia Heights. The manufacturing pathway is building momentum (with the help of a grant) in Forest Lake, White Bear Lake and Century College. Fear of moving away from what we've done in the past, the drive for teachers to offer their favorite classes, removing singleton classes and waiting till teachers retire are some of the issues our consortium is addressing.

- use Perkins funds to provide activities to support entrepreneurship education and training?

During the Perkins Summit professional development event a session was conducted by a Century College business instructor. The session focused on the topic of entrepreneurship. The session provided an introduction to the topic of entrepreneurship and engaged faculty in attendance. Additionally, the instructor also provided information on strategies used to integrate the topic of entrepreneurship in course curriculum. The instructor included examples of activities used to directly engage students fostering a conceptual understanding and practical application of entrepreneurship.

916 CTC has updated their entrepreneurship course work and aligned to the Hospitality pathway at Normandale Community College and the entrepreneurship pathway at Century College. There are 9 high schools offering an entrepreneur classes in our consortium, but we have not provided any specific professional development in this field.

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

QUESTION: How did your consortium support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards and career and technical skills?

At the consortium level, efforts are made to align with local education and regional labor and chamber of commerce orgs. Integrated regional services included Vadnais Heights Career Fairs (serves the NE region) and Century career fair (Carrie Hageman) and the White Bear Chamber of Commerce. (Law Enforcement Career Fair - and Health Sciences career exploration and job fair)

A regional approach to services is also coordinated through a NE Metro ABE/Career Force Center approach. Quarterly meetings are held with a focus on integrated service delivery. This years' work resulted in two Pathway to Prosperity grant applications/awards resulting in a

business pathway partnership with GoodWill Easter Seals and a regional ABE award to develop adult focus curriculum related to job ready professional skills.

Postsecondary and our secondary Perkins coordinators collaborate monthly on professional development, school districts early learning opportunities, pathway meetings and grant implementation. Century works with area school districts regularly since we are the primary college for our NE Metro high schools.

Sarah Shanley represents secondary schools at the Washington County Workforce Meetings, Washington County Youth Education work group, White Bear Lake Chamber of Commerce Business Education Network and Vadnais Heights Economic Development Corporation Workforce Advisory Committee.

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

Secondary schools are having varying success with work-based learning. In order to work together, our consortium hired a WBL consultant, Laurie McKenzie. She brought all WBL teachers/leaders together last spring to meet, collaborate, share successes and challenges. There are two meetings scheduled for the 2019-2020 school year. There is still a lot of confusion in this area especially when businesses hear about internships, apprenticeships, on-the-job training, work based learning, job shadowing, mentorship. In addition, CTE teachers in agriculture and business also have their own work-based learning through their student organization (DECA/FFA). Which is reported in the Consortium Program Planning Tracking report. White Bear Lake is having students participate in an internship in the summer without any credit or support from a trained/licensed coordinator. Consortium wide data in this area is challenging and needs to be analyzed for future data collection.

QUESTION: Describe the status and activities of CTE advisory committees in your consortium.

Advisory committee meetings are being held at our local high schools either by pathway and/or district level partnerships. Our consortia supports district level support and participation in district CTE advisory meetings. Districts have started planning, implementing and are off to a good start. Last year Mounds View, Forest Lake and Columbia Heights planned district level CTE advisory committees. District involvement with local businesses, CTE teachers and parents has been welcomed. CTE teachers feel the support and builds positive energy. Business partners enjoy visiting our schools and pathway classrooms. Each district collects agendas and meeting notes.

An audit of advisory committees was conducted at both the secondary and postsecondary level. At the postsecondary level, program advisories do not always have secondary representation. While effective program advisory practices, was a topic at the postsecondary professional

development event, additional technical assistance has been identified as a priority in 2019. At the postsecondary level, the college identified and implemented a tracking system for advisory meetings, and the collection of related materials. This streamlined process will allow the college to review advisory committee implementation and quality

QUESTION: Did your consortium use Perkins funds to support CTSOs? If so, how?

During the FY19 academic year the Perkins Transitions Specialist engaged ADM/Engineering department faculty and a student interested in exploring creating of a students in STEM club on campus. information was provided on how Perkins might support this CTSO once it is launched.

Secondary schools strongly support CTSO's. Financial support is provided to CTSO advisors to attend state, regional and national competitions along with money for non-consumables to keep in the organization such as DECA jackets, curriculum support & non-consumable resources. Our consortium has a mentorship model in place to support schools who would like to add new student organizations. To date, we have added 3 new CTSO's for the 2019-20 school year.

QUESTION: Did your consortium use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? If yes, please describe.

No current partnerships of this nature are used in our consortium.

Goal 3: Improve Service to Special Populations

QUESTION: What strategies were adopted to overcome barriers for special populations and non-traditional (by gender) learners?

- The Criminal Justice/Law Enforcement program has developed a cohort model for underrepresented adult students in Law Enforcement. Additionally, there is a separate female professional development series for women in law enforcement that was attended by secondary and postsecondary students.
- As a profession that lacks gender balance, the recruiting events focus on out-reach and recruitment of females using the strategies of mentoring, panel discussions and special invitation events.
- As identified in the consortia needs assessment process, the consortia will pilot continuum of service support across the Eastern metro region. The NE Perkins Consortia and ABE/Workforce Partners will pilot a multi-point plan designed to support transitions from entry point to specific industry aligned post-secondary pathways. Working with partners, the east metro region identified a visual career pathway designed to be a central component of direct contact professional training. The visual is

one component of the front-line worker training designed to aid clients in understanding the entry and exit points in a program of study.

- These strategies are designed to address Perkins Special Populations; displaced workers, first generation students, English language learners, Minnesota Family Investment Program participants and Supplemental Nutrition Assistance Program participants. The comprehensive approach represents an organized system of career guidance and academic counseling & post-secondary program information

The proposed East Metro Service Collaborative Regional plan elements and primary outcomes are identified below.

ABE Service Collaborative North East Metro Consortia Plan (details noted in Goal 3)

East Metro ABE Service Collaborative North East Metro Consortia Plan

Element	Lead Department	Outcomes	Schedule
Admissions onsite visits	Admissions Department	Provide onsite visits designed to familiarize potential students with century offerings	Quarterly, arranges w/agency partners
Career Program Exposure	Rotating Century departments will host onsite program specific outreach	Increase client knowledge related to career fields and aligned programs	Quarterly
Pilot IT Aligned Pathways visual	Partnerships, Metro East ABE/NSP CareerForce	Pilot the IT career pathways visual, designed to align entry point education through college programs in specific career fields	Pilot - finalize development of Visual (July) Conduct staff training using visual (Fall) Collect feedback regarding implementation (Spring)
College Confidence Curricula	Metro East ABE & Century College counseling & students affairs	Clients will explore resources designed to build skills, mindsets, and behaviors that align with college expectations	ABE will identify and deploy curricula; Information gathering & curricular refinement (July-October) Roll out and pilot (Nov-Feb) Gather user data & evaluate (late spring)
Career Confidence Curricula	Metro East Adult Education/NSP CareerForce	Clients will explore resources designed to build skills, mindsets, and behaviors that support career exploration	ABE will identify and deploy curricula; Information gathering & curricular refinement (July-October) Roll out and pilot (Nov-Feb) Gather user data & evaluate (late spring)

QUESTION: What support service was provided during the grant year that was most successful in increasing special population and/or non-traditional learner recruitment and retention?

The number of CTE speakers with a diverse background was encouraged but there isn't data on the effectiveness. Our consortium spent more time on building CTE pathway capacity with our school counselors who are all 4-year degree backgrounds. There isn't data to show that the professional learning counselors attended on CCR changed our student enrollment and/or retention in any pathway.

Law Enforcement female recruiting and mentoring - the numbers have moved so that both college and secondary enrollment has not seen an impact but are waiting for FY19 numbers.

Academic advising is available to all students enrolled in CTE programs and during the FY19 fiscal year Perkins provided limited funds (salary) for academic advisors to provide advising support for CTE students.

QUESTION: Describe how your consortium uses data-driven decisions to target consortium activities to the needs of special populations. What impact have these efforts had on success of special populations?

Utilizing the consortia Career Cluster annual report (Minnesota Department of Education), the data reflects changes in underrepresented students by gender for these targeted programs:

1. Criminal Justice/Law Enforcement - went from 23 females in 2016 to 30 females in 2018
2. Information Technology - went from 18 females in 2016 to 21 females in 2018

Based on data contained in this report we expect to more directly engage on strategies to increase representation of special populations by gender in the following career areas: Health Sciences, Information Technology, Manufacturing and Marketing.

Our consortium is embracing the new special population definition. Our success with moving the mark on recruiting genders to different career fields has had minimal changes with small amounts of data to use. Working with our new definition, our consortium will be looking at our data with each of our partnering schools and targeting a special population with a specific two-year plan.

QUESTION: How did your consortium provide preparation for non-traditional fields in current and emerging professions and other activities that expose students to high-skill, high-wage occupations?

Our consortium did not target a specific non-traditional or emerging profession for FY19 but began working quite a bit with manufacturing. As Century works to expand their manufacturing pathways and working to meet community employment needs, manufacturing has been a pathway focus at White Bear Lake, Forest Lake, North Branch, Roseville, #622 and

916 CTC. Our manufacturing pathway group is identifying needs and successes as we prepare for the 19-20 school year. As we work through this year of transition we will use and update our employment data, analyze secondary course enrollments for the upcoming year and design CCR activities that can be implemented over a two-year span.

We had an official (Tim O’Neill) from the Department of Employment and Economic Development (DEED) share information with secondary district leadership regarding state-wide, local, and east metropolitan area employment trends (January 2019 meeting). DEED employment trend information was also shared with career and technical education secondary teachers and college faculty during several articulation meetings and the colleges Perkins Summit workshop.

QUESTION: How did your consortium provide support for programs for special populations that led to high-skill, high-wage or in-demand occupations?

Knowing the transition was happening from Perkins IV to V, conversations around our expanding definition to include more special populations was welcomed. Secondary schools are working to recruit students with a diverse background to explore and try CTE classes. District 622 has added a career readiness space to their high school media centers as part of our work. Students in their high schools did not have access to a career center. White students continue to have strong participation numbers (8,032) with Asian and Hispanic students showing the lowest numbers (1,100 & 1,157). There was a joint agreement we need to focus on this area as part of our two-year plan. As we reflected on the program and course ethnicity data from 2016-2018 a focus on manufacturing, IT, health science and marketing will be part of our Perkins V needs assessment. Another noticeable need throughout our consortium is for students with special needs and those attending an ALC. Students in ALC’s have very little access to CTE classes nor do they typically get career counseling. CTE classes are typically geared for general education and need to be expanded to include a wider range of rigor and skill sets to meet the range of student needs.

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

QUESTION: Describe the kinds of articulation, dual enrollment, and transfer credit courses offered. What was the level of participation? How are these advanced credit courses transcribed on the student’s high school record and on college transcripts?

Careful review of data related to student USE of articulated credits via articulation agreements with Century college only revealed that less than 7% of articulated credits generated are ‘claimed’ at Century College. While not all articulated credits generated are attached to students who matriculate to Century, these findings revealed a significant consortia wide opportunity. During the investigation of credit conversion, several questions were raised related to the integrity of the data hosted on the third-party site, and the accuracy and reliability of the reports. Under consideration for the consortia is the viability of the third-party

site, the return on investment (at the postsecondary and secondary levels) of articulation agreements as an acceleration strategy for students.

The following tables in the Century College Early Credit provides information regarding articulated credits (see tables 1-8).

Articulated Course Enrollments

Table 1

Articulated Credit Sponsoring High School	2018 – 2019 Count of Course Enrollments in Articulated Credit By Age at the Time of Enrollment (duplicated)									
	14	15	16	17	18	19	20	21	N/A*	Total
Chisago Lakes High School		1	3	3						7
East Ridge High School		3	3	3						9
Fridley High School	2		8		6					16
Hill Murray High School		2	34	41	9				2	88
Irondale High School	2	8	28	66	60				3	167
Mounds View High School	30	48	62	127	103				4	374

NE Metro Career & Technical Center		4	7 1	839	4 5 6	2 9	1 7		4	1420
North High School			1 1	31	18					60
SouthWest Metro Intermediate District 288				6	3					9
Spring Lake Park High School		1	4 0	77	73	2				193
STEP		8	5 4	100	34					196
Stillwater High School		5	6	17	49					77
Tartan High School	1 3	33	4 6	192	65	2			1	352
White Bear Lake High School								1 5		15
Woodbury High School			5	3						8
Total	4 7	1 1 3	371	1 5	8 7 8	3 3	1 7	1 5	14	2991

				0					
				3					

*NA = Nine students had missing DOB information or DOBs outside of typical range such as future dates or dates that would make the student younger than high school age (ex. 1-10 years old) or much older than high school age (ex. 48 years old)

Results from the High School Teacher Articulated Credit Survey, Spring 2019. Findings included;

- 62% of teachers maintain three or more active articulation agreements with Century College.
- 90% indicated they 'remind' their students that the course has articulated credits attached
- 69% indicated they review the CTEcreditmn site as a part of their course

When asked the purpose of maintaining early credit, teachers responded;

- 84% to provide early credit, provide a rigorous course to the students so that they can sample a college aligned course
- 71% to save students money when they transition to post-secondary

Articulated College Credit cont.

Table 2

Students with Successfully Earned (2018 – 2019) Articulated Credit that Enrolled at Century College (Fall 2018 – Fall 2019) by High School (unduplicated)		
	#	%
Chisago Lakes High School	0	0%
East Ridge High School	1	14%

Fridley High School	0	0%
Hill Murray High School	2	3%
Irondale High School	1	1%
Mounds View High School	10	4%
NE Metro Career & Technical	112	50%
North High School	7	23%
SouthWest Metro District 288	0	0%
Spring Lake Park High School	2	3%
STEP	0	0%
Stillwater High School	8	20%
Tartan High School	33	20%

Woodbury High School	0	0%
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Table 3

Students with Successfully Earned Articulated Credit (2018 - 2019) that Enrolled at Century (Fall 2018- Fall 2019) by School and Admit Status (unduplicated within but not down or across*)				
	Century		Concurrent	
	UG Regular	UG High Non Degree High Transfer School		
<u>East Ridge High School</u>		<u>1</u>		
Hill Murray High School	1		<u>1</u>	
<u>Irondale High School</u>				
Mounds View	4	4		<u>1</u>
<u>NE Metro Career &</u> <u>4</u>	7	<u>2</u>	<u>6</u> <u>2</u>	<u>3</u>
		1	<u>6</u>	

<u>Technical Center</u>				
<u>North High School</u>	<u>4</u>		<u>1</u>	<u>2</u>
<u>Spring Lake Park</u>	<u>1</u>	<u>1</u>	<u>1</u>	
<u>Stillwater High School</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>2</u>
<u>Tartan High School</u>				
<u>1</u>	<u>2</u>	<u>3</u>	<u>12</u>	<u>2</u>
			<u>7</u>	
<u>Grand Total</u>	<u>4</u>	<u>1</u>	<u>21</u>	<u>5</u>
<u>7</u>	<u>2</u>		<u>7</u>	<u>4</u>

* Records are unduplicated within but not across or down. Since we are looking at all articulated credit enrollment within a year it is possible for a student to be represented in more than one high school. Additionally, since we are looking at enrollment at Century at any point between 2018 and Fall 2019 it is possible for a single student to have multiple admit statuses

Concurrent Enrollment in Career and Technical POS has continued to grow. The number of students enrolled in courses offered concurrently grew by 78 during the 18-19 academic year.

Concurrent Head Counts by Site

Data Sources: MasterConcurrent and RegPSEOSTCOU. *Students may be registered at different high schools during the FY or taking courses at a high school and at Northeast Metro 916. For this reason, a total unduplicated headcount per fiscal year is not computed because these students would be duplicated in the total. An unduplicated headcount by FY is in the Gender and Racial/Ethnic report.

Table 4

FY	School name	Credits Generated			Headcount (Dupl)			Headcount (Undupl) (Un		
		FY 19	FY 18	FY 17	FY 19	FY 18	FY 17	FY19	FY18	FY17
2019	North High School	81	95	65	27	27	17	27	27	17
	Northeast Metro 916	1247	1110	1382	425	381	431	206	211	240
	Stillwater Area High School	162	199	196	162	199	178	159	193	158
	Tartan High School	83	176	80	35	72	16	34	67	16
	Wayzata High School	54	69		18	23		18	23	
	Wellstone International High School	14			14			14		
	White Bear Lake Area High School	823	469	139	267	168	55	237	147	55
Total for FY		2464	2118	1862	948	870	697	695	668	486

Success rates for students who participate in this early credit strategy continue to grow. Success rates far exceed the success rates for on campus peers.

Concurrent Students: Success Rates by Fiscal Year

Data Sources: MasterConcurrent and RegPSEOSTCOU.

Table 5

FY	Headcount in Courses (Dupl)	# Successful (A,B,C,P)	% Successful
2019	948	883	93%
2018	870	779	90%
2017	697	629	90%

Of the 79 concurrent students who attended Century in the 1st fall semester after their HS graduation, 58 (73%) persisted to their 2nd fall.

Courses in the 18 - 19 concurrent enrollment program include:

Concurrent Students: List of Courses for Fiscal Year

Data Sources: MasterConcurrent and RegPSEOSTCOU, CT_COU

Table 6

FY	SUBJ	COU_NBR	TITLE
2019	CJS	1020	Careers in Criminal Just

CJS	2081	Police and the Community
COS	1000	Preclinic Intro
COS	1010	Preclinic Nail Care
COS	1020	Pre Clinic Skin Care
COS	1040	Salon Preparation
COS	1051	Clinic Introduction
CSCI	1060	Intro Program with Python
CVF	1065	Intro Cybersec, Virt&Fore
ECAD	1025	How Make Almost Anything
ECT	1001	PC Hardware &Software
EMS	1010	AHA BLS Hlthcare Provide
EMS	1015	Emergency Med Responder
EMSB	1020	EMT

HSCI	1000	Intro Healthcare Career
HSCI	1001	Nursing Assistant
ITT	1000	InfoTechCareerPlanning
MATH	2081	Multivar Calc
MUSC	1000	College Choir
MUSC	1010	Chamber Orchestra
MUSC	1015	Century Concert Band
RDNG	1000	Critical Rdng/Think
TRIN	1000	Orient to Interpreting
VCT	1013	Design Basics
VCT	1018	Digital Imaging
VCT	1071	Intro to Prof Photography

QUESTION: Did your consortium use Perkins funds to establish agreements, including articulation agreements between secondary school and postsecondary career and technical

education programs to provide postsecondary education and training opportunities for students? If yes, please describe.

Table 7

Students Enrolled in Articulated Credit with Century College 2018-2019	
Student Counts (unduplicated)	1,092
Count of Course Enrollments (duplicated)	2,991

Data Source: Report 12 from CTECreditMN, CT_ST_MULTIYEAR, V_DASH_ENROLLMENT_DTL, ST_TERM_DATA. Students from CTECreditMN were matched on FName, LName and DOB to find enrollment. Some judgements were made during matching records due to similarity/difference of first names (ex. Sam for Samuel) for students otherwise matched on time period, DOB, and last name.

Table 8

Students with Successfully Earned (2018 – 2019) Articulated Credit that Enrolled at Century College (Fall 2018 – Fall 2019) by High School (unduplicated)		
	#	%
Chisago Lakes High School	0	0%
East Ridge High School	1	14%
Fridley High School	0	0%
Hill Murray High School	2	3%
Irondale High School	1	1%

Mounds View High School	10	4%
NE Metro Career & Technical	112	50%
North High School	7	23%
SouthWest Metro District 288	0	0%
Spring Lake Park High School	2	3%
STEP	0	0%
Stillwater High School	8	20%
Tartan High School	33	20%
Woodbury High School	0	0%

Century College has approximately 62 courses linked to 159 individual articulated classes offered at 16 local school districts. Perkins funds were used to support the Northeast Consortium collaborative efforts in the development and implementation of Career and Technical Education articulation agreement meetings. These meetings provided an opportunity to engage both high school teachers and college faculty regarding the articulation process and how to create a new or renew an existing articulation. Attendees were also engaged on the topic of all early credit options including concurrent enrollment and how these options must lead to a career pathway for students. Attendees were also reintroduced to the Tools for Schools concept and use of career trees as an important strategy to introduce students to career and technical education programs and pathways.

We expect to continue hosting these meetings in FY19-20 to expand client knowledge regarding how to use articulated credit, support the transition and use of articulated credits to Century College. This also includes using these credits at other 2- or 4-year colleges, concurrent enrollment course offerings and alignment with academic pathways in career and technical education programs.

Secondary school partnered/joined with the College High School Partnership (CHSP) for regional articulations with Ginny Karbowski. Perkins funds were used to pay for our consortium schools to utilize the CTE Credit MN website and join regional articulation agreements.

QUESTION: Did your consortium use Perkins funds to improve career guidance and academic counseling programs and/or to support occupational and employment information resources? If yes, please describe.

The Perkins program provided limited salary support for two academic advisors positions. These positions were linked to targeted academic career pathways. The role of these advisors included providing advising to CTE students enrolled at the college to ensure they were connected a designated career pathway. Secondary schools connect with our consortium career and college readiness coordinator to support programs at their high schools. Jill Slayton shares career and college readiness activities that high schools could implement. 916 Career and Tech Center invited all high school counselors to visit, tour and learn about the opportunities for their students. CTC is experiencing their highest enrollment in years. Occupational and employment data is shared with Perkins leaders at every consortium meeting to be disbursed and used in their school districts.

QUESTION: Did your consortium use Perkins funds to support initiatives to facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate programs? If yes, please describe.

Education Pathway just developed a two plus two program during the FY19 fiscal year. Data is not yet available regarding this initiative.

QUESTION: Describe other transition activities (secondary to postsecondary; secondary to work; postsecondary to work), courses, or services you provided. What were the lessons learned from these activities?

- The consortia collaborated on several activities to promote CTE awareness and support transition (see attachment 7).
- During FY19 Perkins at secondary level provided \$43,000 to support Technical Skills Assessments. At Postsecondary level approximately \$4000 was allocated to support Technical Skills Assessment tests during FY19. As we move to Perkins V we expect to continue working with departments to identify and support the use of TSA's where applicable and industry standards as noted in Perkins V legislation. Transition from school to college is addressed and planned for at our high schools but transitioning from high school to work is not. Students shared through informal surveys that they are not always truthful when asked what their plans are after graduation if they are not going to college. Without support from our high schools on having transition plans for ALL students it will continue to be a stigma/bias. Perkins V is an opportunity to address this gap.

The Century College Education department utilizes the following strategies to the transition of students.

Transition activities:

- In collaboration with IT, created an Education Tracking System to track collected data on the Minnesota Standards of Effective Practice in a Key Assessment assignment. The score is recorded in a Key Assessment database to measure the attainment of the 3 of the standards towards teaching licensure.
- Students meet with a Human Services Advisor and with the Education Program Director throughout the program. Students receive information on transfer universities through the Century's Education Program online module as well as through visits from transfer universities to our campus. Students also receive "Transfer Guides".
- Students follow the Century.edu/Education webpage for direction, as well as the electronic "handbook" called Century's Education Program module in D2L Brightspace, found in all EDUC courses.

Courses

- Most all EDUC courses include assessments of the MN Standards of Effective Practice for Teaching towards earning a teaching licensure at a teacher preparation university.
- EDUC provide field experiences for students to explore the field of education as well as different "content" areas to determine which licensure to pursue.
- ePortfolio created to collect artifacts throughout the education program for transfer licensure program such as Field Experience Time Logs, Basic Skills Testing results
- Self-Assessment of students "Dispositions for Teaching", as well as an assessment from supervising teachers in the field

Services provided students.

- Education program advising is provided by Education faculty.
- Vouchers to waive the fee for the Basic Skills Test practice test
- Partnerships with the Reading, Writing, and Math Center to study for the Basic Skills Test
- In the D2L module "Century's Education Program", and in D2L Brightspace and syllabus, students are provided with a list of Century's support services in academics, career, and personal resources to support success.

Goal 5: Sustain the Consortium

QUESTION: What activities were conducted that helped to improve and sustain the consortium? Are you considering changes to your consortium structure to better serve students? If yes, please describe.

A model we would like to continue are the joint Perkins leader implementation meetings. These meetings provide an opportunity for both secondary and postsecondary partners to engage on important data, topics, and trends as they pertain to the administration and implementation of the Perkins grant (see attachment 5). Secondary Perkins leadership meetings are held every 6-8 weeks with representation from every district. Each Perkins leader receives weekly CTE communications from Perkins Coordinator to be shared with CTE teachers and administrators. The secondary Perkins Coordinator meets with districts throughout the year to review data, update program approvals, program development/changes/recommendations, tour CTE classrooms and collaborate on long and short term CTE plans. While the RFP process has been utilized in the past an updated model will be used to align to the funding initiatives by our consortium.

During this transition year, our consortium will identify voices that we are missing, design a plan for gathering this missing information and use this data to inform our work. Knowing Perkins V has a broader definition for special populations our consortium is meeting with local partners this fall to listen and identify possible connections and/or collaborations. An important step is analyzing new special population data, identify data gap, and design a plan for addressing this gap consortium wide. Our Perkins coordinators represent our consortium on many local employment boards (VHEDC, Washington County Workforce, White Bear Lake Business Education Network-Chamber of Commerce, ABE, NEME grant, Ramsey County Workforce, high school pathway planning committees, chamber of commerce). Planning with our school districts on how to align pathways to local employers will be more active as we focus on high skill, high wage, in-demand jobs. Some districts have active advisory boards and partnerships while others are just beginning.

To support the consortia the Perkins team developed a calendar which provides an overview of Northeast Metro Consortia events and activities (see attachment 6).

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

Our consortium has had separate educational Perkins leadership teams in the past and are moving ahead with a new joint consortium leadership team that represents all partners. Our goal is to have new members invited and ready by January 2020. Team will consist of 10-12 highly qualified representatives in their field of expertise.

Name	Title	Represents
Sarah Shanley	Secondary Perkins Coordinator	Secondary
Jill Stewart-Kellar	916 CTC Principal/Assistant	Secondary

	Director of CTE	
Shari Wilson	White Bear Lake Chamber of Commerce- Business Education Network	Business
Rick Roy	Washington County Workforce	Community Partner
	Ramsey County Workforce Representative	Community Partner
	ABE East Metro Transition Representative	Community Partner
	CareerForce Representative	Community Partner
Goodwill EasterSeals	Hold Disability Services Representative	
Karen Organization, Community School of Excellence/Workforce Center	Equity Rep (Community)	
	DEED	Business
Jill Slayton	TSA/Credentials	Secondary/Post
	MN State CTE Division	
Laurie McKenzie	Work Based Learning	Education
	Century VP	
	Vadnais Heights Economic Development	Business
	Century Deans (2)	
Carrie Hageman	Century College Career Services Representative	
Sue Dion	Director, Academic Partnerships	Education
Herbert King	Postsecondary Perkins Coordinator	Education

QUESTION: Did your consortium use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? If yes, please describe.

- Secondary CTE teachers were offered work time to build their portfolios if they needed to add another CTE field.
- New CTE teachers were invited to attend the new teacher trainings at MDE
- Consortium mentors are offered to any new CTE teacher especially if they are a singleton in their building

QUESTION: To what degree does the consortium seek additional grants (federal, state, or local) or braid various funding streams together to support consortium activities? Please provide examples.

The Perkins program is always looking for additional financial support by way of grants related to supporting student transition to college. Secondary schools are partnering with VHEDC on a manufacturing grant. Additional grants will be sought as we move ahead with our strategic plan.

Work undertaken in the consortia was supported via three pathways to prosperity grants. In each case, the funding was awarded to support underrepresented adults in credit-based course work, either providing a sequence of preparatory opportunities, or with direct classroom support. Awards were made to the following organizations; Goodwill EasterSeals, Karen Organization of MN, and The North East Metro ABE consortium.

QUESTION: How would the new definition of size, scope, and quality change the way you spent your Perkins funds this past year? What changes will you need to make in your next submission regarding size, scope, and quality?

Perkins funds in the past were focused on the needs from each individual high school's career and technical education programming. Consortium wide there was not a concentrated focus but more of a broad spread in order to meet the needs of everyone. Funding will move towards programs who meet the size, scope and quality definitions which will completely change how RFP funding is requested. Our consortium will identify the programs by CTE enrollment, have a full sequence of courses aligned to early credit opportunities, CTSO's, WBL, partnerships and local labor data. Special populations data will be gathered and included in our needs assessment. Instead of funding all districts in the programs they want to support, our model will move to an approved program of study list with an intentional spending plan on how we'll innovate and support these programs.

QUESTION: How is your consortium planning to conduct the comprehensive local needs assessment required for submission with the two-year Perkins V application?

TIMELINE FY2019 - 2020

September-October	November	December	January	February-March	March-May 1st
Exploring Needs driven and context specific approach October Assessment of elements 2 and 4	Assessment of element 1	Continued assessment of elements 2 & 4 Assessment of element 3	Assessment of elements 3 & 5 Continued assessment of element 1	Data Collection and Analysis	STAKEHOLDER Engagement Communicate with stakeholders Finalize spending

As we work to put our official needs assessment in place, our secondary school districts are collecting feedback and data to help inform our application and identify gaps. Career and college readiness data is being gathered from MCIS, Naviance and Xello. Additional plans are in place to conduct student (middle school and 12th grade) and parent(s)/guardian surveys in the fall of 2019 and 2020. Mounds View and District #622 will pilot the 8th grade survey this spring. The surveys are based on the research and report by ACTE and written with input from all 16 school districts. Knowing we are missing these two stakeholder groups it's important to begin this process. Data is also missing from our business community, so a plan has begun to address this gap during the upcoming school year.

Secondary Needs Assessment will include feedback from:

- Perkins Leadership Meetings- bimonthly
- Program of Study submissions (feedback/recommendations from MDE)
- Employment Data Trends – semester updates from DEED
- Early Credit Opportunities with post-secondary partner(s) data
- Student transitions
- Collection of bilingual career and college readiness materials including transitions from secondary-postsecondary
- Feedback from high school pathway course alignments- current and future projections
- Feedback from administrative leaders during learning symposiums 2018 & 2019
- Identify new (1-5 years) CTE teachers and who needs a field added through portfolio
- Monthly meetings with Washington County Workforce
- CTSO's: Who is offering and how many students? How to partner with high schools so Perkins is not fully supporting competitions?
- Professional development is based on a two-year plan

Post-Secondary Needs Assessment

At the postsecondary level as we work to put in place our official needs assessment process, we have begun identifying data sources and stakeholder groups. This process will also involve formation of a group to drive constituency feedback and data collection elements of this process. Given the vast amount of institutional student data, our process will include the identification and analysis of data which currently exists at the college, to ensure alignment between plan priorities and the five key elements of a needs assessment plan as outlined in the Perkins V legislation.

The needs assessment plan will be guided by data driven priorities identified in the plan to ensure alignment between emerging trends in industry as defined by MN DEED, Perkins student performance indicators, and academic department needs.

The postsecondary needs assessment process will include feedback from the following:

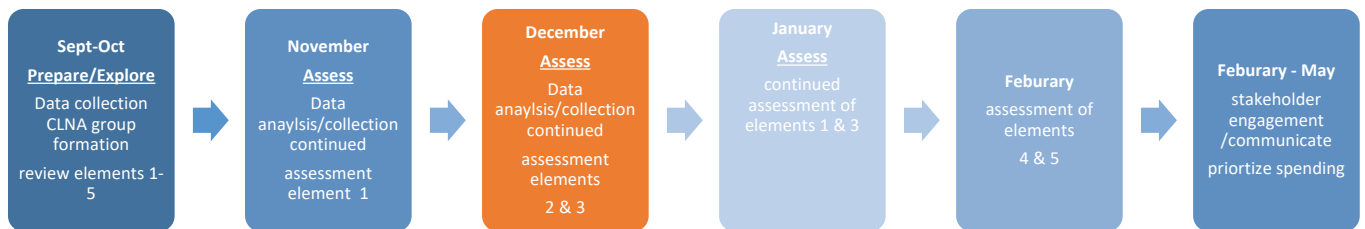
Advisory groups/business and industry

- Surveys from college – student perception
- College administrators, faculty, and staff
- Feedback from deans related to program priorities
- Early credit options – teachers
- Programs of study review
- Minnesota DEED and LMI Report
- Adult Basic Education partners

The postsecondary needs assessment process will include the following:

- Providing a process proposal for review by administration
- Formation of a CLNA work group
- CLNA work group to begin work to collect and analyze campus data sources relative to student success and the Perkins five key element area of a CLNA plan
- Development of CLNA plan (working document)

Postsecondary Needs Assessment Process (Timeline):



During the FY19 academic year at Century the needs assessment process identified gaps in standards aligned curriculum between high school CTE programs and Century College programs. Specifically, high school courses in the areas of Information Technology, Computer Science and Visual Communication Technology at the high school are not aligned with

standards, relative to Century College CTE programs. Gaps exist in professional development connections between college faculty and high school teachers.

Identification of this issue presents an opportunity to increase the conversion rate of early credit coursework to the college. As part of the two-year Perkins plan, we expect to collect data and explore strategies to more broadly communicate the importance of early credit options to students and parents and how these credits can be used in student's transition to college.

Consortia needs assessment for the FY20 plan

The consortia leadership held a series of three district level meetings to establish current state and future needs related to each district career pathways implementation. Results will inform development of the Perkins grant.

- Via a series of 4 articulation meetings (by pathway) assess gaps in- understanding related to articulation agreements, supports needed related to redeeming articulation agreements, articulation alignment with existing college programs
- Surveys from secondary CTE teachers related to gaps and understanding in career programs
- ABE/Workforce – regional needs assessment related to alignment with, in demand, high wage pathways and access across the NE Metro Service region
- Ongoing, individual district planning meetings held throughout the school year

Results of consortia wide needs assessment identified the need to support districts with comprehensive planning and professional development related to career pathways. In addition, professional development related to early college credit (concurrent and articulations) were identified as a consortium wide need.

Needs assessment across the East Metro ABE Service Collaborative identified the need to expand partnership strategies beyond campus visits, to include career pathways designed to tie together entry level training with college programs and support career exposure and exploration.

At the consortia level, teachers and faculty expressed interest in deepening their knowledge and classroom practices using research-based student engagement strategies. Teachers and faculty were surveyed to discover their interest in increasing classroom branding and scaling their implementation of the 'career tree' student engagement methodology. Program faculty, high school teachers in both concurrent enrollment and courses with articulated credit agreements expressed interest in this methodology.

Collaboratively, secondary and postsecondary are addressing access and equity by continuing to support (Perkins IV definition) non-traditional populations in education, IT and LE. Secondary and post-secondary will gather data based on the updated non-traditional Perkins V categories. The NE Metro Consortium will identify needs based on the new definition to assess

gaps, strengths and challenges related to access and equity that inform the Perkins 2020-2023 plan.

In response to our current needs assessment and based on feedback from joint consortia professional development offered during 19-20, the NE Perkins Consortia will continue to collaboratively address professional development needs. Topics planned for joint professional development include; career and college readiness, pathway planning, early college credit Tools for Schools career tree implementation and local employment trends. Consortium wide academic pathway planning will continue with an emphasis on alignment to Century College programs and industry credentials including industry certifications and entry-level credentials.

The RFP application process is in place to request secondary and post-secondary funds to inform spending priorities. RFP's provide opportunities for CTE teachers and leaders to identify program level opportunities and relevant priorities. RFP's are used to request funds to fund professional development, student organizations, innovation (equipment and technology), new program development, updating secondary curriculum to meet the qualifications for early college credit, supporting equity-based curriculum and instructional strategies and partnerships with business and industry. Each request must align with an approved program of study at the secondary and post-secondary level. At the secondary and post-secondary levels, each request aligns with institutional priorities and strategic goals.

Other Summary Comments

QUESTION: If you were unable to accomplish activities in your plan, indicate the reasons why and what you might do differently.

- Original consortia plans included using data generated from the program review processes and annual department plans. During the 18-19 academic year, both processes were undergoing change efforts which made the sharing of process outcomes challenging. A renewed effort in 19-20 will occur.
- Pull information from program review processes and annual departmental plans and integrate into CLNA.
- The strengthening student transitions focus in FY18-19 was on early credit transitions moving forward we will continue focusing on this work to include other student transitions.
- The Northeast Metro consortium is building a consortium-wide advisory committee. Secondary schools are building district-wide advisory committees. we have advisory committees at the secondary and postsecondary level but no consortium-wide advisory committee.

QUESTION: What lessons-learned will you incorporate into your two-year application due May 1, 2020?

The Northeast Perkins consortia will continue to build upon systems integration for both data collection, input from multiple constituent groups and more frequent conversations among key stakeholder groups like the consortium wide advisory.

Increase processes sophistication in order to more effectively use data to identify and drive funding priorities.

The monitoring visit assisted the consortia to identify work-based learning is an area of need. The two-year plan will incorporate a focus on this area. At the postsecondary level, data related to work-based learning is challenging to identify. Different work based and experiential learning opportunities are tracked differently across divisions and departments. Data collection discussions will need to continue in this POS area to ensure accurate planning.

State Staff Review: The APR provides documentation of the continued partnering for the Career Pathway Symposiums and the development of the career tree concept. There is documentation of many local partnerships with entities such as VHEDC, Washington County Workforce, White Bear Lake Business Education Network-Chamber of Commerce, ABE, NEME grant, Ramsey County Workforce, high school pathway planning committees, and the chamber of commerce. These will be important partners for your CLNA work. The purchase of new technology such as the BioPrinter and UR Robot as well as additional medical/health occupation equipment supported student learning. The emerging model of joint Perkins leader implementation meetings might be a promising practice.

Opportunities: There are innovative projects/pilots that we look forward to seeing results such as the NE Perkins Consortia and ABE/Workforce Partners multi-point plan designed to support transitions from entry point to specific industry aligned post-secondary. The need to support learners in non-traditional careers persists and will also be part of the Perkins V work. Details are unclear but "Perkins funds were used to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education." Are these projects the outcome of early CLNA investigation? How do they fit into your Perkins V work? As your narrative and table document, less than 7% of articulated credits generated are claimed, there is an opportunity to discover the real story behind articulated credit and design "next steps".

Attachments Summary

1. Post-Secondary Equipment Purchases and Curriculum Development Projects
2. MN State System CTE Perkins Performance Indicators Accountability Report 2016-2018
3. Mark Perna Training – Tools for Schools
4. Northeast Metro Professional Development Pathway Meetings(s)
5. Implementation Team Meetings
6. Northeast Perkins Consortia Event Calendar
7. Secondary and Postsecondary Activities Supporting Student Transition
8. Secondary PARS Documents

Attachment 1 - Post Secondary Equipment Purchases and Curriculum Development Projects

ADM Bioprinter

ADM UR Robot

ADM UR Robotic Hand Grappler

ADM Force – ES UR Robotic Kit

AST Purchase of a newer vehicle with a driver assistance system

AST Autel System Machine

AST JMC – Aligner

AST Wheel Balancer

EMS Simulaids- Mankin

DENA Intraoral camera

DENA Handheld X-ray Machine

DENA Model Formers

FACM Drill Press

HVAC 4 Way Wireless Manifold

HVAC VAV Boxes

HVAC Recovery Machines

HVAC Vacuum Pumps

HORT/SOLAR Greenhouse Sensors

ITT Misc IoT

ITT Fluke Networks CIQ-KIT cable IQ Advanced IT kit

Nursing Anne Maikin with Simpad

SOLAR Drone – Drone Course

VCT Mirrorless camera systems

VCT C200 camera & Lighting and Tri-caster Systems

WELD Welding Machine Dynasty 280 DX

Attachment 1 (Cont.) - Post Secondary Equipment Purchases and Curriculum Development Projects

Curriculum Development Projects:

Department	Project Summary
EDUC	<p>Set up preparations to meet unit and state program approval requirements for Professional Educator Standards Board (PELSB) as required by the State of Minnesota Special education Transfer Pathways.</p> <p>Development of key assessments and procedures to collect data for reporting; curriculum design of special ed pathway AS degree process for ASSC approval.</p> <p>Development and maintenance of education handbook; use of educator tracking system for field experiences; use of criteria for program review.</p>
EMS	<p>Create new program delivery methods and format content for the paramedic program that includes:</p> <ol style="list-style-type: none">1. Develop online content to encompass 100% of the didactic portion—a major paradigm shift.2. Ensure online content adheres to evidence-based quality elements and smart practices.3. Organize a periodically occurring colloquium for skills assessment.

	<p>4. Create new clinical/field internship sites and revise current sites to meet the needs of the new format and incorporate firefighting elements for the new Paramedic Fire Science AAS</p>
<p>TRIN</p>	<p>Conduct complete redesign of TRIN program awards and structure. this work included engaging an external consultant, consultation with program advisory committee, and current/former students. Additionally, the process involved a review by the internal college AASC committee.</p>

Attachment 2 - MN State System CTE Perkins Performance Indicators Accountability Report 2016-2018

Perkins IV Consortium: Northeast Metro
Actual and Local Negotiated Performance Levels for Perkins IV Accountability Indicators
Data for the 2017 - 2018 Reporting Year

Secondary Indicators				
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<u>Indicator</u>	<u>Target</u>	<u>Actual</u>	
1S1 Academic Attainment in Reading/Language Arts	60.63%	59.22%	Target Not Met - Report in Local Application
1S2 Academic Attainment in Mathematics	49.88%	48.86%	Target Not Met - Report in Local Application
2S1 Technical Skill Attainment	62.00%	70.97%	
3S1 School Completion	99.00%	98.70%	
4S1 Student Graduation Rates	90.00%	89.87%	
5S1 Placement	61.00%	67.55%	Performance status determined at state level only
6S1 Nontraditional Participation	39.00%	38.80%	
6S2 Nontraditional Completion	34.00%	33.51%	Target Not Met - Report in Local Application

Postsecondary Indicators				
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<u>Indicator</u>	<u>Target</u>	<u>Actual</u>	
1P1 Technical Skill Attainment	86.20%	78.94%	Target Not Met - Report in Local Application
2P1 Credential, Certificate or Degree	38.00%	38.67%	
3P1 Student Retention or Transfer	45.00%	43.75%	Target Not Met - Report in Local Application
4P1 Student Placement	86.70%	85.80%	Target Not Met - Report in Local Application
5P1 Nontraditional Participation	24.00%	25.35%	
5P2 Nontraditional Completion	15.00%	18.00%	

Attachment 3 - Mark Perna Training – Tools for Schools



**Perkins Professional Development Session
Career Pathways
August 19, 2019**

AGENDA

Time: 11:45 AM to 4:00 PM

Career Tree Implementation

11:45 – Arrive

12:00 – 12:30: Welcome & work of the day – (working lunch)

12:30 - 1:15: Root system as the foundation

1:15 – 1:30: Implementation Plan

1:30 - 1:45: Break

1:45 – 2:00: Introduce Mark, overview of TFS

2:00 – 2:30: Tour of Career Tree Resources

2:30 – 4:00: Building your implementation plan - meetings with Mark Perna

Attachment 4 - Northeast Metro Professional Development Pathway Meetings(s)



**Perkins Professional Development Series
Career Pathways Meeting(s) 2019**

AGENDA

Time: 8:30 AM to 2:30 PM

	Agenda Item	Time	Presenter	Handouts
1	Continental Breakfast	8:30 – 8:45 am		
2	Who are we and why are we here?	8:45 - 9:00 am	Sue	
3	Trends in Career Pathways	9:00 - 9:30 am	Sarah	
4	Break	9:30 - 9:45 am		
5	Programs of Study: A framework for quality	9:45 - 10:15 am	Sue/Sarah	Program of Study Quality Indicator (QIT)
6	World Café	10:15 - 10:35 am	Sarah	Flip charts
7	CTE MN Credit MN Web site Update	10:35 - 11:20 am	Sarah	
8	Break	11:20 – 11:30 am		
9	Working Lunch	11:30 am - 12:15 pm	Faculty	
10	Articulation Agreements 101	12:15 – 12:30 pm	Sue/Herbert	Articulation Agreements: part of an early credit strategy Course Guides
11	Curriculum Conversations	12:45 – 2:30 pm	Sue	Step by step AA process

Perkins Grant Quarterly Implementation Meeting
Tuesday, February 26, 2019
Room E2322

Agenda

I. Perkins V - Needs Assessment

Building a Perkins V needs assessment process aligned across post-secondary and secondary partners.

- Five Fridays – Professional development career pathway meetings
- ABE component

II. Perkins Data – Report and Targeted Conversations

III. Articulation Agreements

Top five area high schools with articulation agreements with Century College

1. Northeast Metro 916
2. Irondale
3. Chisago
4. Moundsview
5. Tartan

IV. Budget Spend Down Update

Questions:

1. How can Perkins more efficiently determine campus needs that align with Perkins funding requirements and program plans?
2. What information do you have to contribute to a needs assessment process?

V. TSA cost – Industry Standards

- Varied costs for Technical Skills Assessment

VI. Announcements

- Academies of Racine changed to Rockford ISD fall 2019

Perkins Grant Quarterly Implementation Meeting
Monday, November 19, 2018

Room E2213

Agenda

- I. Legislative update
 - Comprehensive Needs Assessment
 - Perkins V: expect change(s)
 - No previous funding guaranteed, including positions
 - Budget tied to collaboration and integration between Secondary and Post-Secondary

- II. Underrepresented/nontraditional students - priority programs ADM: example of funded programs
 - RFP Process

- III. Collaborative Goals according to FY 19 grant
 - a. Updating the high school pathways (five-year process)
 - b. Professional development designed to support the priorities
 - i. High schools series: Faculty and program director involvement

4. CTE Branding & Career Trees
 1. Career tree implementation at Century College and in partnering high schools
What are you hearing at from secondary and postsecondary?

- V. Looking Forward
 - Perkins V coming: College Needs Assessment
 - Equipment: Spending priorities aligned with annual college budgeting process/spreadsheet
 - Perkins Professional Development: Requests need to come from departmental work plan(s)
 - Process integration (integrating the work of Perkins within departmental plans - Example)
 - Professional Development – Present at Faculty Development Days in the (August 2019) to create a shared vision for the year.

6. Announcements
 - Concurrent Enrollment training conducted August 2018
 - Perkins staff attending ACTE Nov-Dec 2018
 - Spring Advisory Event – April 10, 2019
 - Perkins Summit 2019 – May 13, 2019: Opportunity to explore a joint event

Attachment 6 - Northeast Perkins Consortia Event Calendar

Event	Date	Coordinator	Invites
Tools for Schools Career Tree Implementation	August 19 th ,2019	Herbert King	June 1st
Concurrent Enrollment Program Training	August 23rd	Sue Dion	
Career Pathways Field Trip: Rockford Field Trip	Oct. 29 th and 30	Herbert King	September 6, 2019
Professional Development: Articulation Renewal Professional Development Meetings	Fall: New Articulation Agreements November 7, 2019 1-3 PM Renewal meeting and new requests for Spring February 20 th 1-3 pm	Herbert King	
Consortia Administrative Leaders Planning Meetings (Fall agenda below)	September 24 th February 11 th 7:30 arrive 8- 11:30	Herbert King & Sarah Shanley	*This includes the Career and College Readiness teams from districts
CTE Works	November 5-6	Coordinate application	

Secondary Consortia Leaders Meetings (5)			
ACTE National Conference	California December 4-7		
Post-secondary Perkins Implementation Meetings (2)	TBD Post-secondary Perkins consortia lead	Fall /Spring	
Post-secondary Perkins benchmark meetings by department	January - March	Coordinate Data	
ACTE Region III Conference	Twin Cities, June		

Consortia Leaders Fall Meeting Agenda: SD

Employment Data

Early College Credit Strategies across Pathways: Articulation + Concurrent Enrollment + PSEO

Articulation conversation strategies for schools

Perna Follow up

Avid Strategies Break Out

Review the Perkins POS

Identifying technical assistance needs for POS

IT/Computer Science/VCT Planning

Career and College Readiness Self-Assessment

Consortia Leaders Spring Professional Development;

Career Tree implementation follow up

Supporting student transitions

Multilingual parent outreach

Supporting student transitions

Bilingual career and college readiness materials and messaging

Parent messaging

Attachment 7 - Secondary and Postsecondary Activities Supporting Student Transition

Student Transition Activities

Accuplacer Study Strategies

Students are given information about the Accuplacer and learn strategies to do their best.

Accuplacer Testing

Students take the test and meet with staff to explain results and advise them on course placement.

Reality Check: Does Your Budget Fit Your Lifestyle?

Students learn budgeting skills in this fun, interactive workshop.

College Can be Affordable

Students learn how to apply for the FAFSA and explore other options to pay for college.

FAFSA Workshop

Students meet with Century staff to assist with completing the FAFSA and ask questions about financial aid opportunities.

Transitions

Students learn about accommodations available at Century College through the Access Center.

Campus Visits/Program Tours

Students tour programs and learn about various programs and careers in technical education.

Passport to Century

Seniors attending Century Fall semester get help with questions and meet key staff.

Technical Skills Assessments

Students are given the opportunity to earn workforce credentials or industry certifications preparing them to enter the workforce immediately after high school.

Attachment 8 - Secondary PARS Documents (included in separate PDF file)

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):		Year:
Kelli Gray	Administrative Assistant		January	April	2018
			February	May	
			March	June	
				July	
				August	
				September	
				October	
				November	
				December	
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES			
PERKINS 10 012 399 214 428 170	25%	Collect submitted FY19 RFP, PD and St Org applications Review FY19 budget with Sarah to determine funding for RFP's, Professional Development and St Org requests Assist Sarah in reviewing FY19 Perkins Grant Applications and to align with budget Send out FY19 confirmations for Professional Development and St Org Conferences Process FY18 Year End reimbursement requests Attend meeting with Jeff Ridlehoover (new Mounds View Perkins Rep) and Sarah Shanley Prepare for and attend Consortium Schools Business Office Summit			
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center			
OTHER, LIST:					

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kelli Gray 10/23/18
Employee Signature Date

[Signature] 10/23/18
Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):		Year:
Kelli Gray	Administrative Assistant		January	April	2018
			February	May	
			March	June	
				July	
				August	
				September	
				October	
				November	
				December	
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES			
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details Collect additional RFP, Professional Development and St. Org application submissions Update FY19 budget spreadsheet with RFP, PD and St. Org approved grant allotments Continue to send out confirmations for RFP, St. Org and PD applications to teachers and Perkins Leaders Finish processing FY18 Year End reimbursement requests Updated FY19 District Allocation sheets Prepare for and attend Perkins Leadership meeting			
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center			
OTHER, LIST:					

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kyoo: Gray 10/23/18
 Employee Signature Date

Sarah Shanley 10/23/18
 Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):			Year:
Kelli Gray	Administrative Assistant		January	April	July	2018
			February	May	August	
			March	June	September	
			DESCRIBE ACTIVITIES			
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES				
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details Continue to update FY19 budget sheet with approved RFP, St. Org and PD allotments Sent out confirmations for RFP, St. Org and PD applications received to CTE teachers and Perkins Leaders Update FY19 District Allocation sheets, on an as needed basis Sent allocation sheets to district finance departments Update consortium inventory sheets as Perkins Inventory worksheets are received from CTE teachers				
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center				
OTHER, LIST:						

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Keei Gray 10/23/18
Employee Signature Date

Sarah Shanley 10/23/18
Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):				Year: 2018
Kelli Gray	Administrative Assistant		January	April	July	October	November
			February	May	August	September	December
			March	June			
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES					
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details FY19 budget sheet updates with approved RFP, St. Org and PD allotments, as needed Send out confirmations for RFP, St. Org and PD applications received to CTE teachers and Perkins Leaders Update FY19 District Allocation sheets, on an as needed basis, and send to District Perkins Leaders and Finance Departments Continue to update consortium inventory sheets Prepare and attend Perkins Leadership meeting					
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center					
OTHER, LIST:							

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature: Kelli Gray Date: 3/5/19

Supervisor Signature: Sarah Shanley Date: 3/5/19

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):				Year: 2018
Kelli Gray	Administrative Assistant		January	April	July	October	
			February	May	August	<u>November</u>	
			March	June	September	December	
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES					
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details FY19 budget and allocation sheet updates with approved RFP, St. Org and PD allotments, as needed Send out confirmations for RFP, St. Org and PD applications received to CTE teachers and Perkins Leaders Continue to update consortium inventory sheets					
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center					
OTHER, LIST:							

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kellie Gray 3/5/19
Employee Signature Date

Sarah Shanley 3/5/19
Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):				Year: 2018
Kelli Gray	Administrative Assistant		January	April	July	October	
			February	May	August	November	
			March	June	September	December	
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES					
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details Update FY19 budget and allocation sheets with approved RFP, St. Org and PD allotments, as needed Continue to send out confirmations for RFP, St. Org and PD applications received to CTE teachers and Perkins Leaders Prepare for and attend Perkins Leadership meeting Send correspondence to Perkins Leadership and District Finance regarding mid-year reimbursements					
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center					
OTHER, LIST:							

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kelli Gray 3/5/19
Employee Signature Date

Sarah Shanley 3/5/19
Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):			Year: 2019
Kelli Gray	Administrative Assistant		<input checked="" type="radio"/> January <input type="radio"/> February <input type="radio"/> March	<input type="radio"/> April <input type="radio"/> May <input type="radio"/> June	<input type="radio"/> July <input type="radio"/> August <input type="radio"/> September	<input type="radio"/> October <input type="radio"/> November <input type="radio"/> December
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES				
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details Update FY19 budget and allocation sheets with approved RFP, St. Org and PD allotments, as needed Send correspondence to Perkins Leadership and District Finance regarding mid-year reimbursements Work on mid-year reimbursements				
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center				
OTHER, LIST:						

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kelli Gray 3/5/19
Employee Signature Date

Sarah Shanley 3/5/19
Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):			Year:
Kelli Gray	Administrative Assistant		January	April	July	2019
			February	May	August	October
			March	June	September	November
						December
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES				
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details Review FY19 budget with Sarah Update FY19 budget and allocation sheets with approved RFP, St. Org and PD allotments, as needed Prepare for and attend Perkins Leadership meeting Continue to work on mid-year reimbursements Attend Perkins 101 meeting and tour at AFSA with Sarah Collect Round 2 RFP applications				
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center				
OTHER, LIST:						

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kelli Gray 3/5/19
Employee Signature Date

Sarah Shanley 3/5/19
Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):	Year: 2019
Kelli Gray	Administrative Assistant	<input type="radio"/> January <input type="radio"/> February <input checked="" type="radio"/> March <input type="radio"/> April <input type="radio"/> May <input type="radio"/> June <input type="radio"/> July <input type="radio"/> August <input type="radio"/> September <input type="radio"/> October <input type="radio"/> November <input type="radio"/> December	
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details Work on mid-year reimbursement changes, as needed Continue to collect Round 2 RFP applications Update FY19 budget and allocation sheets with approved Round 2 RFPs, St. Org and PD allotments Email CTE Teachers and Perkins Leaders with Round 2 RFP, St Org and PD confirmations	
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center	
OTHER, LIST:			

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kelli Gray 4/4/19
 Employee Signature Date

Sarah Shanley 4/4/19
 Supervisor Signature Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):		Year:
Kelli Gray	Administrative Assistant		January	April	2019
			February	May	October
			March	June	November
				September	December
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES			
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details/budget Update FY19 budget and allocation sheets with approved National St. Org allocations Email CTE Teachers and Perkins Leaders with National St Org Conference confirmations Attend Perkins Leadership meeting Collect RFPs, St. Org and PD applications for FY20			
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center			
OTHER, LIST:					

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature Kelli Gray Date 5/1/19

Supervisor Signature Sarah Shanley Date 7/9/19

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):				Year:
Kelli Gray	Administrative Assistant	January	February	March	April <u>May</u>	2019
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES				
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details Work on FY20 budget details with Sarah Update equipment lists with information received from CTE teachers/Perkins Leaders Collect RFPs, St. Org and PD applications for FY20 and review submissions with Sarah				
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center				
OTHER, LIST:						

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Kelli Gray
Employee Signature Date 6/25/19

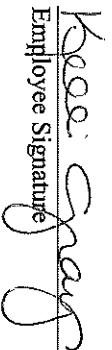
Sarah Shanley
Supervisor Signature Date 6/25/19

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):			Year: 2019
Kelli Gray	Administrative Assistant		January	April	July	October
			February	May	August	November
			March	June	September	December
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES				
PERKINS 10 012 399 214 428 170	25%	Assist Sarah Shanley with Perkins Grant details and FY20 budget Prepare for and attend meeting with Perkins Leadership regarding FY20 budget and RFP submissions Create and email CTE Teachers and Perkins Leaders with FY20 Confirmations for PD and Student Org Conferences and RFP requests. Create Summer Externship Contracts and collect signed contracts, timesheets and W9 paperwork Collect and work on FY19 year-end reimbursement requests				
OTHER, LIST: Northeast Metro 916	75%	Administrative Assistant duties for Career and Technical Center				
OTHER, LIST:						

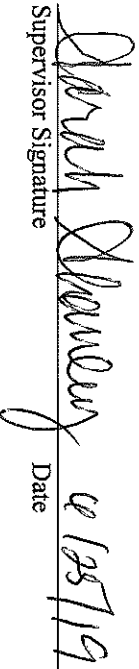
I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.



 Employee Signature

Date

6/25/19



 Supervisor Signature

Date

6/25/19

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name Jill Slayton	Title/Classification Perkins CTE Transitions Specialist	Reporting Period (circle one): January April February May March <u>June</u>	Year: 2019 October November December
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS Collaborative 68.13% 10-012-399-214-628-144	60%	TSA Reports - Analyze and Evaluate CCR - Student Post Secondary Transitioning	
Perkins Basic 31.87% 10-012-399-214-428-144	40%	Record and Evaluate Student Transitions Survey	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

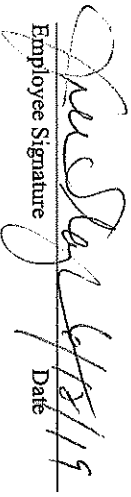
Employee Signature:  Date: 4/12/19
 Supervisor Signature:  Date: 4/12/19

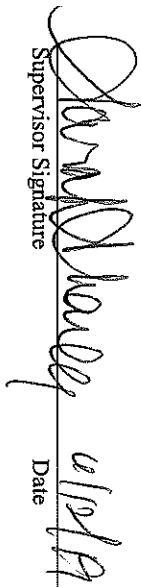
Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification		Reporting Period (circle one):		Year:
Jill Slayton	Perkins CTE Transition Specialist		January	February	2019
			March	April	
			May	June	
			July	August	
			September	October	
			November	December	
			DESCRIBE ACTIVITIES		
TIME DISTRIBUTION	Percent of time				
PERKINS (Collaborative) 10-012-399-214-628-144	50%	Passport to Century CCR Career & College Readiness Workshop MDE Perkins Summit College Applications - Assist students FAFSA- Student Assistance			
PERKINS (Basic) 10-012-399-214-428-144	50%	Criminal Justice TSA VCT TSA Interior Design TSA FISDAP TSA Data Reporting Student Transitions Survey			

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


Employee Signature Date 4/15/19


Supervisor Signature Date 4/15/19

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name Jill Stlayton	Title/Classification Perkins CTE Transitions Specialist	Reporting Period (circle one): January February March April <input checked="" type="radio"/> May June July August September October November December	Year: 2019
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS Collaborative 68.13% 10-012-399-214-628-144	65%	2018-19 TSA Ordering/Proctoring Century POS (Horticulture, Admins Asst. Computer Networking, Business) Coordinate Young Scholars Event/Tours 4/17 & 4/18 Coordinate Concurrent Enrollment Tours 4/12	
Perkins Basic 31.87% 10-012-399-214-428-144	35%	TSA Coordination & Proctoring (Career & Technical Center Cos, Auto Dis, PAES, Entrepreneurship, Nursing Asst) TSA Cordination (916 Consortia)	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

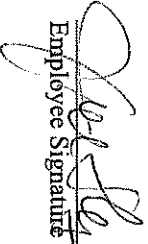
Employee Signature	Supervisor Signature
Date	Date
5/3/2019	6/25/19

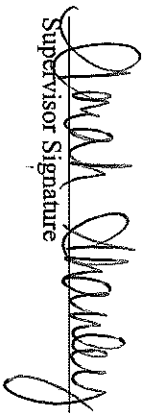
Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):	Year: 2019
Jill Slayton	Perkins CTE Transitions Specialist	January February <input checked="" type="radio"/> March April May June July August September October November December	
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS Collaborative 68.13% 10-012-399-214-628-144	60%	Century College Scholarship Applications 916 students Concurrent Enrollment Tours TSA Discussions with Century Faculty Coordination of TSA, Ordering & Setup Perkins Quarterly Perkins Implementation Meeting Century Partnerships Meeting C:HS & ABE Planning Meetings (Tours)	
Perkins Basic 31.87% 10-012-399-214-428-144	40%	Accuplacer Testing Concurrent Enrollment Tours Dunwoody Field Trip HOSA Testing	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature _____
 Date 4/20/2019



 Supervisor Signature _____
 Date 4/28/19


Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):	Year:
Jill Slayton	Perkins CTE Transition Specialist	<input checked="" type="radio"/> February <input type="radio"/> January <input type="radio"/> March <input type="radio"/> May <input type="radio"/> June <input type="radio"/> August <input type="radio"/> September <input type="radio"/> November <input type="radio"/> December	2019
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS (Collaborative) 10-012-399-214-628-144	50%	FAFSA Assistance - Collaboration Century Financial Aid Transitions Presentation, Collaboration Century Access Center, Career & College Readiness Century Scholarship Workforce Development Application Help	
PERKINS (Basic) 10-012-399-214-428-144	50%	FAFSA Presentations, Paying for College St. Paul College Presentation, Construction & Transportation Programs Accuplacer Testing	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


3/19/2019
 Employee Signature Date

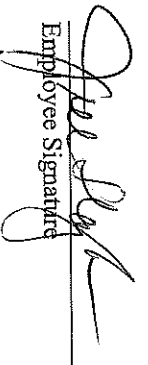

4/25/19
 Supervisor Signature Date

Secondary Personnel Activity Report

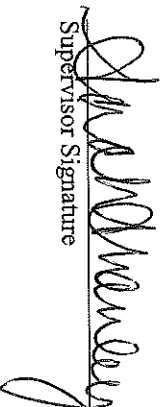
This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):	Year:
Jill Slayton	Perkins CTE Transition Specialist	<input checked="" type="radio"/> January <input type="radio"/> February <input type="radio"/> March <input type="radio"/> April <input type="radio"/> May <input type="radio"/> June <input type="radio"/> August <input type="radio"/> September <input type="radio"/> November <input type="radio"/> December	2019
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS (Collaborative) 10-012-399-214-628-144	60%	Century TSA Data Collection & Reporting Century TSA Meetings/Discussions/Research/Emails Acuplacer Testing - Century Concurrent Enrollment Programs FAFSA Presentations	
PERKINS (Basic) 10-012-399-214-428-144	40%	Student College Application Assistance Student Showcase Student Org Competition HOSA	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature

2/28/2019
 Date


 Supervisor Signature

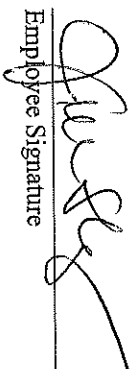
01/25/19
 Date

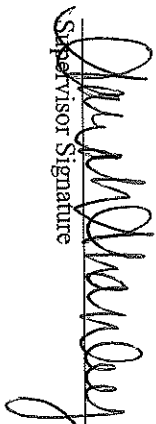
Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):	Year:
Jill Slayton	Perkins CTE Transition Specialist	January April February May March June July August September October November <u>December</u>	<u>2018</u>
DESCRIBE ACTIVITIES			
PERKINS (Collaborative) 10-012-399-214-628-144	Young Scholars Event Developmental Ed Student Visit/Tour/Passport to Century Century TSA Meetings/Discussion/Emails/Research	60%	
PERKINS (Basic) 10-012-399-214-428-144	Student Showcase Day HOSA Testing	40%	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature Date 1/31/19


 Supervisor Signature Date 2/12/19

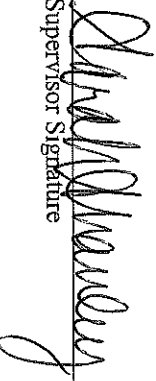
Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):	Year: 2018
Jill Slayton	Perkins CTE Transition Specialist	January April February May March June July August September <u>November</u> December	
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS (Collaborative) 10-012-399-214-628-144	50%	Concurrent Enrollment Visit Prep Century TSA Research, Meetings Accuplacer Distribution & Interventions for Concurrent Enrollment	
PERKINS (Basic) 10-012-399-214-428-144	50%	Accuplacer Testing/Reporting	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature Date 12/21/2018

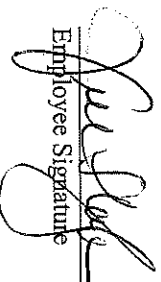

 Supervisor Signature Date 6/18/19

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

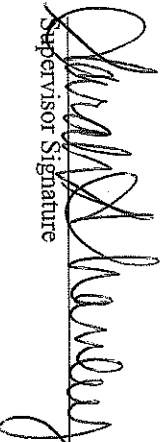
Name	Title/Classification	Reporting Period (circle one):																
		January	February	March	April	May	June	July	August	September	October	November	December					
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES																
Jill Slayton PERKINS (Collaborative) 10-012-399-214-628-144	Perkins CTE Transition Specialist																CTE Works MTLE Practice Tests, Chris Davis, Century	40%
PERKINS (Basic) 10-012-399-214-428-144																	TSA Pretest Proctor, Cosmetology, ASE, Animal Science FISDAP Reality Check	60%

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.



 Employee Signature

11/26/2018
Date



 Supervisor Signature

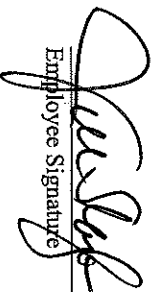
01/25/19
Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

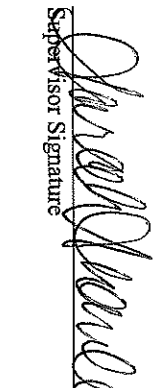
Name	Title/Classification	Reporting Period (circle one):											
		January	February	March	April	May	June	July	August	September	October	November	December
Jill Slayton	Perkins CTE Transitions Specialist												
		DESCRIBE ACTIVITIES											
PERKINS Collaborative 68.13% 10-012-399-214-628-144	35%	Accuplacer Video Power Point Presentation TSA Exploration Century Chris Davis 2018 TSA Data Collection - APR											
Perkins Basic 31.87% 10-012-399-214-428-144	65%	TSA Coordination & Proctoring (7 Career & Technical Center) TSA Cordination (5 - 916 Consortia) Reality Check Preparation/Updating											

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature

Date

10-15-2018


 Supervisor Signature

Date

10/15/18

Secondary Personnel Activity Report

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Name	Title/Classification	Reporting Period (circle one):												Year:		
		January	February	March	April	May	June	July	August	September	October	November	December			
Sarah Shanley	<u>Perkins Grant & Partnership Coordinator</u>															
TIME DISTRIBUTION		DESCRIBE ACTIVITIES														
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Perkins FY 20 presentation, phone meeting with Glen Stevens from North Branch, budget meeting with Chris Zschan, attended Washington County Workforce meeting, CTE knowledgeable experts team meeting, VHEDC meeting, Mark Perna planning meeting,														
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	Prep for summer externship meeting, CTE & equity meeting at 916 CTC, #622 Pathways advisory team meeting, CTE licensing workday in South Washington County, animal science and education interviews at 916 CTC, teaching & learning meeting at Columbia Heights district office,														

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature Date 7/14/19

Supervisor Signature _____

Date _____

Secondary Personnel Activity Report

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Name	Title/Classification	Reporting Period (circle one):											
		Year:			Month:								
Sarah Shanley	Perkins Grant & Partnership Coordinator	January	February	March	April	May	June	July	August	September	October	November	December
		DESCRIBE ACTIVITIES											
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Perkins RFP meeting with consortium leads, AG Day at Forest Lake, concurrent enrollment meeting with Century, Youth Development Action Meeting, DEED community Engagement session, Perkins V secondary accountability technical advisory committee, post secondary symposium, education pathway meeting with Century, Career Exploration with White Bear Lake Chamber of Commerce, FY 20 grant writing, planning and preparing FY 20 presentation											
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	Prep for consortium manufacturing meeting, attended and participated in consortium manufacturing pathway meeting, supported 916 with Pfile/MCCC reporting, attended NE Metro Job Fair, attended Urban Ag Day, South Washington County pathways meeting, summer externship planning with business partners, CTC Passport event,											

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Employee Signature *Sarah Shanley* Date 6/15/19

Supervisor Signature _____

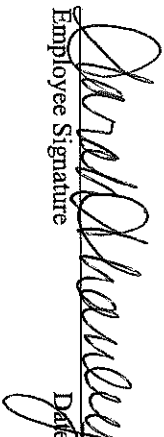
Date _____

Secondary Personnel Activity Report

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Name	Title/Classification	Reporting Period (circle one):													
		Year:	January			February			March			April			
Sarah Shanley	Perkins Grant & Partnership Coordinator	10-012-399-214-628-144	50%	<p>Prep for consortium Perkins leadership meeting, organize and lead Perkins leadership meeting, summer trades meeting with Washington County Workforce. Work based learning meeting with Laurie McKenzie, MACTA conference, Perkins 20 big picture meeting with Century College, attended the MOA Hospitality and Tourism Day, Breakfast with Tina Smith, participant in Perkins V Secondary accountability technical advisory committee, FY 20 grant writing</p>											
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	Collaborated with the MN Center of Agriculture to prepare for AFNR in our consortium, Summer externship notifications, opened up FY 20 RFP's, attended 916 CTC School Relations Committee meeting, CTE policy/outreach, CTE licensing/portfolio work day in South Washington County, attended AST Showcase event, WBL meeting	47.6% 2.4%	<p>DESCRIBE ACTIVITIES</p>												

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature Date 5/18/19

Supervisor Signature _____

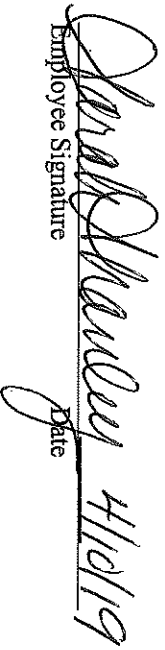
Date _____

Secondary Personnel Activity Report

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Name	Title/Classification	Reporting Period (circle one):	Year:
Sarah Shanley	Perkins Grant & Partnership Coordinator	<input type="radio"/> January <input type="radio"/> April <input type="radio"/> July <input type="radio"/> October <input type="radio"/> February <input type="radio"/> May <input checked="" type="radio"/> August <input type="radio"/> November <input type="radio"/> March <input type="radio"/> June <input type="radio"/> September <input type="radio"/> December	
TIME DISTRIBUTION			
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Perkins V webinar and planning, attended National Policy Seminar in Washington DC, updating RFP applications for FY 20, participated in a Career Wise training,	
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	Met and collaborated with White Bear Lake Chamber of Commerce Business Education Network on summer externships for consortium secondary teachers and counselors, met with Century College and recommended changes to CTE ACC certificates, attended District 622 Pathways Advisory Team Meeting,	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature Date 4/10/19

Supervisor Signature _____ Date _____

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name Sarah Shanley	Title/Classification Perkins Grant & Partnership Coordinator	Reporting Period (circle one): January <input type="checkbox"/> February <input checked="" type="checkbox"/> March <input type="checkbox"/> April <input type="checkbox"/> May <input type="checkbox"/> June <input type="checkbox"/> July <input type="checkbox"/> August <input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/>	Year: 2019
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Perkins Leadership planning and meeting, manufacturing meeting at Forest Lake High School, Perkins mid-year check in meeting with District #833, Washington County Workforce Meeting, reallocation money, finalizing all mid-year expenses, following up on RFP's throughout the consortium, CTE webinar, communication with consortium	
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	Dunwoody Educator luncheon, Century partnership planning and meeting, 916 CTC SRC meeting, Century articulation planning meetings and work for upcounting articulation work days, concurrent meeting with Century,	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Sarah Shanley
Employee Signature 3/17/19 Date

[Signature]
Supervisor Signature 6/27/19 Date

Secondary Personnel Activity Report

This form is used by employees who are required to report that work coincides with funding. Reporting of time and effort is required if the work involved more than one activity/program. Completed monthly and kept in personnel files for audit purposes.

Name	Title/Classification	Reporting Period (circle one):												
Sarah Shanley	Perkins Grant & Partnership Coordinator	January	April	July	October	March	June	September	December	Year: 2019				
		February	May	August	November	Describe Activities								
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES												
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Mid-year reimbursement budget work with Kelli, prep for consortium Perkins leadership meeting, work based learning/apprenticeship meeting, Perkins leader meeting, data pulling for consortium, Perkins 101 meeting in District #833& Centennial, CTE webinar, CTE month planning, prepping for upcoming Perkins leadership meeting												
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	High school students explore Century College events, meeting with Vadnais Heights Economic Board, attending 916 CTC program showcase night meeting with post-secondary partners, prep and lead consortium PD called CTE pathways to success, attending 916 CTC SRC meeting, articulation meeting with Century (STEM pathways)												

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.




 Date 6/27/19

Employee Signature

Date

Date

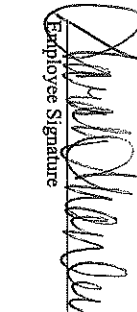
Date

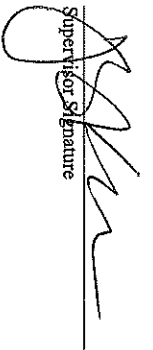
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Name	Title/Classification	Reporting Period (circle one):											
Sarah Shanley	Perkins Grant & Partnership Coordinator	January	February	March	April	May	June	July	August	September	October	November	December
		Year: <u>2018</u>											
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES											
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Perkins leadership meeting, work based learning meetings, DEED training on data tools, CTE webinar, VCT articulation meeting at Dunwoody, professional development planning with Sue & Matt, CCR tool and resource gathering.											
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	Partnering high school visits to Century College, 916 CTC program showcase event, EDU meeting with Century, articulation meeting with Spring Lake Park High School, Perkins meetings with Sue and Herbert,											

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


Employee Signature _____ Date 3/7/19

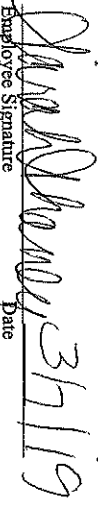

Supervisor Signature _____ Date 6/27/19

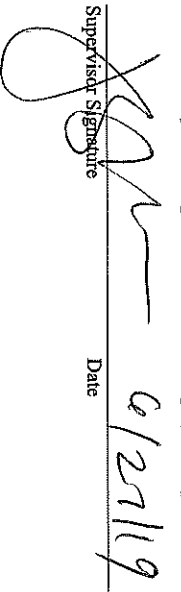
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Name	Title/Classification	Reporting Period (circle one):												
		January	February	March	April	May	June	July	August	September	October	November	December	
Sarah Shanley	Perkins Grant & Partnership Coordinator												November	
TIME DISTRIBUTION														
		DESCRIBE ACTIVITIES												
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	DACUM meeting, participant in Perkins leadership meeting, CTE Works Conference, CTE Credit MN meeting, Perkins 101 meeting with Columbia Heights High School, CTE webinar, Perkins V needs assessment dialogue, CCR guide, ACTE conference in San Antonio, TX												
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.69% 2.49%	Century articulation meeting with Roseville High School, professional development planning with Sue Dion and Matt Simoneau, work based learning meeting with Laurie McKenzie, CTE Pathways to Success at Century College, 916 CTC SRC meeting, regional auto agreements with DCTC & Dunwoody, Quarterly Perkins meeting with Century, accuplacer meeting with Century												

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


Employee Signature Date 3/7/19


Supervisor Signature Date 6/27/19

Secondary Personnel Activity Report

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Name	Title/Classification	Reporting Period (circle one):				Year:
Sarah Shanley	Perkins Grant & Partnership Coordinator	January	April	July	October	2018
		February	May	August	November	
		March	June	September	December	
TIME DISTRIBUTION		DESCRIBE ACTIVITIES				
	Percent of time					
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Planning and leading collaborative Perkins leadership meeting with all 16 school districts, APR final writing and submission, program approval check-ins with all school districts, Perkins 101 meeting with St. Anthony New Brighton, Stillwater, Columbia Heights and Spring Lake Park, brokering articulation meeting for law enforcement, creating CTE teacher lists by field, P-file support,				
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	Minnesota State Colleges concurrent enrollment summit, planning and helping with career and college readiness event at 916 CTC, new membership to the Woodbury Youth Development Action team, Health Science Career fair at Century College, program of study professional development marketing and planning				

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.

Sarah Shanley
Employee Signature Date 3/7/19


[Signature]
Supervisor Signature Date 6/27/19

Secondary Personnel Activity Report

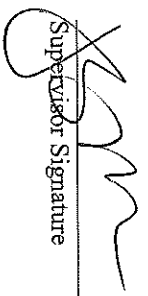
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Name	Title/Classification	Reporting Period (circle one):																	
		January	February	March	April	May	June	July	August	September	October	November	December						
Sarah Shanley	Perkins Grant & Partnership Coordinator																		Year: 2018
DESCRIBE ACTIVITIES																			
PERKINS Collaborative 10-012-399-214-628-144	47.60T	Meeting with postsecondary team at Century, articulation planning with Ginny, Education Pathway Work, Washington County Workforce Meeting, APR, TSA meetings with Jill Slayton.																	
Partnership Coordinator 10-012-399-214-475-144	2.40%	Education Pathway meetings with Christina Davis																	
PERKINS Grant Coordinator 10-012-399-214-428-144	50.00%	P-file (monitoring submissions, reviewing data, supporting districts with data), meeting with ZSpace, APR, attending regional articulations meetings, meeting with Mahtomedi Superintendent, program approval meeting with Nick Falde (District 833), program approval meeting with Columbia Heights, program approval meeting with St. Anthony, program of study meeting in Forest Lake, CTE Webinar series																	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature

10/23/18
 Date


 Supervisor Signature

10/23/18
 Date

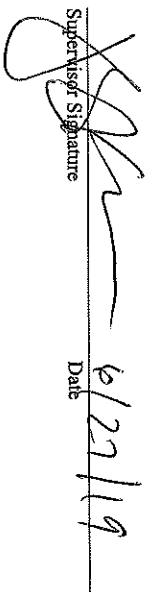
Secondary Personnel Activity Report

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Name Sarah Shanley	Title/Classification Perkins Grant & Partnership Coordinator	Reporting Period (circle one): January April July October February May August November March June September December	Year: 2018
TIME DISTRIBUTION	Percent of time	DESCRIBE ACTIVITIES	
PERKINS Grant Coordinator 10-012-399-214-628-144	50%	Creating digital Perkins binders/google folders for Perkins Leaders, prep for Perkins leadership meeting, meeting with St. Anthony HS, program approval support.	
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	47.6% 2.4%	Concurrent enrollment planning meeting and full day training, SRC meeting, Century planning meeting.	

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


Employee Signature Date 3/7/19

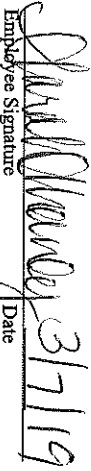

Supervisor Signature Date 6/22/19

Secondary Personnel Activity Report

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Name	Title/Classification	Reporting Period (circle one):											
Sarah Shanley	Perkins Grant & Partnership Coordinator	January	February	March	April	May	June	July	August	September	October	November	December
		DESCRIBE ACTIVITIES											
PERKINS Grant Coordinator 10-012-399-214-628-144		50%											
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	Meeting with Century Colleges student services team, meeting with Sue Dion to work on outreach, CPIP and interviewing for post-secondary new Perkins Coordinator	47.6% 2.4%											

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature


 Supervisor Signature

Date 3/7/19

Date 4/27/19

Secondary Personnel Activity Report

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Name	Title/Classification	Reporting Period (circle one):														
		January	February	March	April	May	June	July	August	September	October	November	December			
Sarah Shanley	Perkins Grant & Partnership Coordinator															
		DESCRIBE ACTIVITIES														
TIME DISTRIBUTION	Percent of time															
PERKINS Grant Coordinator 10-012-399-214-628-144	57%	Processing RFP requests from the consortium, program approval support, work based learning webinar, end of year budget														
Partnership Coordinator 10-012-399-214-475-144 10-012-399-214-428-144	40% 3%	Attending dual pipeline grant meetings, CTE meeting with 916 CTC, attending Wunderkammer meeting with Century, attending White Bear Business Education meeting,														

I have performed the above duties as described. I certify that to the best of my knowledge the above named employee has performed the above duties as described.


 Employee Signature


 Supervisor Signature

3/7/19
Date

6/27/19
Date