



Status Report

01680-FY17 St. Paul Consortium Perkins Application

Perkins IV Consortium

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

Goal 1 Narrative:

The Saint Paul Consortium designs Programs of Study (POS) by consulting with high level administrators, building principals, college deans, Career and Technical Education Advisory Boards, Work Force Centers, high school and college faculty, guidance counselors, support staff, and other key stakeholders, and use data analysis tools to make decisions that are reflective of current metro area industry demand.

POS provide technical skill assessments and access to multiple pathways in all aspects of the industry for high school, college and adult learners, through work-based learning, internships, certifications, and licensures.

The Saint Paul Consortium currently include POS in Therapeutic Services, Network Systems, Digital Communications, Food Beverage/Hospitality Services, Diagnostic Services, Accounting, Business Finance, Early Childhood Development and Services, Construction, and Administrative Support Services and a Rigorous Program of Study (RPOS) in Network Systems. Striving to build additional Rigorous Programs of Study (RPOS), Saint Paul Public Schools is completing a redesign of the CTE courses and programs throughout the District, in alignment with the Saint Paul Public Schools Strong Schools, Strong Communities 2.0 Strategic Plan. Funds will continue to be utilized for planning and coordination of this effort to develop rigorous courses and career pathways that lead to industry-recognized credentials or certificates at the Postsecondary level, as well as, development of all aspects of industry including internship and employment opportunities.

POS sustain the Consortium's mission and vision, aligning high school and college curricula to create early college credit options for high school learners. Currently CPA offers dual credit enrollment to SPPS high school students in:

- The Health Science pathway including three sections in Certified Nursing Assistant
- The Arts, Communications and Information Systems pathway including Computer Repair and Maintenance, Digital Imaging, and Web Design
- Business pathway including Introduction to Business, Business Communication, and Business Information Application.

New Pathways and Programs in FY17 will consist of:

- Expanding the Health Science Pathway at Humboldt Secondary School. Planning in FY16 has lead to two additional course offerings. Physiology and Anatomy will begin in FY17 to add to the CNA and First Responder courses currently brokered through Inver Hills College. The following year, Medical Terminology will be added and finally Medical Careers will begin in 2019. The Saint Paul Consortium is exploring the implementation of the Health Core Curriculum at several high schools, providing more options for students to experience careers in high wage, high demand located in our metro area and articulated CTE courses in the high schools. Community partners, have submitted a grant application to support this pathway development.
- The Academy of Finance (AOF) first cohort of students will be seniors and completing their final coursework. This capstone course will be offered as a PSEO online course with the high school instructor supporting the students in the classroom
- Planning by stakeholders and instructors in FY16, has brought about high school curriculum changes in Culinary Arts courses. Ready to be implemented in FY17, all schools offering Culinary Arts will begin to integrate the ProStart curriculum, providing an industry focused, rigorous curriculum, developed by the Restaurant Association. This curriculum will offer opportunities for leadership development and student based organizations as well as articulated for college credit. To provide standardization of curriculum across the district, professional development will be provided as the high schools adopt this industry based curriculum.
- Through curriculum design and in collaboration with the Math instructor, Gordon Parks students will participate in an Electricity course, supplementing the current Agriculture and Natural Resources coursework. This course will align to the Electrical Apprenticeship Training Center curriculum and will prepare students for direct entry into apprenticeship. Working with the math instructor, cross content strategies will be used to apply math concepts in CTE and provide applied learning for students in math.
- Two new POS will be in development in high wage, high demand pathways at Humboldt and Central High School. Braiding of funds with community partners will provide the resources needed to implement large scale pathway design. As pathways are developed, the RPOS model is used to ensure students are provided with opportunities for college credit attainment, industry certificates, work based learning, and strong business and industry involvement. Through the assistance of a grant from Greater Twin Cities United Way, and in partnership with Trades and Labor, City of Saint Paul, business and community partners as well as Saint Paul College, Humboldt will be adding a Welding Pathway and Central will be adding a Construction Pathway. Instructors will participate in Multicraft Core Curriculum (MC3) training to offer industry recognized curriculum which will provide direct entry into any of the local Trades areas. Students in these pathways will also be encouraged to attend a new 9 week paid summer MN Trades Camp where they will spend up to 4 days at several apprenticeship training sites

experiencing first hand each of the trades and complete Pro10 as well as OSHA 10 curriculum.

- Planning in FY16 has lead to the pilot of The Legacy Program at Harding High School. This summer program will provide students intensive support for both student and the student's family that is required to ensure students successful transition to college and career. This program is fully supported by community partners to facilitate student success and add diversity to the aging workforce in the energy field. Harding High School is exploring adding an Energy Pathway that will align with the community support the Legacy Program will bring.
- As a result of stakeholder listening sessions and recommendation of the Monitoring Team Visit, planning will begin to develop a middle school level career exploration event.

Technical Skill Assessments (TSA) are currently in a variety of State approved Career and Technical Education (CTE) pathways. Members of the Saint Paul Consortium participate in statewide technical skill grant programs, consulting with MDE, MnSCU, and other consortia to identify technical skill assessments for all approved POS.

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

The Saint Paul Consortium maintained collaborations and a commitment to offering Early College opportunities for secondary students by signing a memorandum of understanding for the continuation of the Career Pathways Academy (CPA). Eighty-three students attended CPA courses at the Saint Paul College (SPC) Campus. CPA courses during fiscal year 2016 consisted of Nursing Assistant (2 Sections, one after school), Introduction to Business, Business Communication, Computer Fundamentals, Computer Applications, Web Design, Digital Imaging, and Computer Repair.

In addition, the Academy of Finance, CNA at Humboldt and CNA at LEAP provided college courses on the high school campus through both PSEO by contract and through the Customized Training Department at SPC.

Through joint collaborations and planning, the Consortium partnered in enhancing and developing Rigorous Programs of Study (RPOS) by:

- Expanding the Academy of Finance (AOF) at Como Park High School to serve four cohort groups: 91 freshmen, 93 sophomores, 65 juniors and 56 seniors for a total of 305 students in the Finance Pathway. Through the Academy program, and a strong Advisory Board, students are provided access to a Saint Paul College 16 credit Business Certificate. In 2016-17, six students earned 16 college credits to earn a Business Certificate from Saint Paul College. Twenty-nine students earned 12 or more articulated college credits. In 2016-17, students received articulated credit for the Business in a Global Society course, Business Information Applications, Business Communications, and Accounting 1 and 2. Seniors also had the opportunity to earn concurrent credits in Business Ethics. Twenty students earned an Accounting 1 certificate from Precision Exams and 13 students earned a Microsoft Office Specialist certificate in either MS Word, PowerPoint, or Excel. Students participated in job shadow events, field trips to industry, 1:1 mentoring, and summer internships.
- Implementing an Academy of Information Technology (AOIT) at Humboldt Secondary School serving 28 freshmen and 33 sophomore students, and 25 Juniors, for a total of 86 students in the IT Pathway. Through the direction of and coordination of the Consortium and AOIT Advisory Board, the AOIT program created a RPOS consisting of 4 courses 9-12th grade and an option of earning 16 articulated Saint Paul College college level credits prior to high school graduation and embedded work based learning opportunities into each grade level. In 2016-17, students received articulated credit for Web Fundamentals/HTML 5 and Networking Fundamentals. Students participated in job shadow events, field trips to industry, 1:1 mentoring, and summer internships.
- Planning by stakeholders and instructors in FY16 and 17 has brought about high school curriculum changes in Culinary Arts courses. Ready to be implemented in FY18, all schools offering Culinary Arts will offer the ProStart curriculum, providing an industry focused, rigorous curriculum, developed by the Restaurant Association. This curriculum offers opportunities for leadership development and student based organizations as well as articulated for college credit. To provide standardization of curriculum across the district, professional development will be provided as the high schools adopt this industry based curriculum. Saint Paul College will work with SPPS and postsecondary faculty on the credit articulation with the ProStart curriculum.
- Supporting relevancy and the requirement to seek and implement best practices, CTE staff participated in both local and out of state professional development opportunities including those sponsored by MDE and MNSCU. Several teachers attended CTE Works!, Project Lead the Way Trainings, and Professional Organization sponsored conferences ie FACS conferences in Mankato and STOUT, MACTA, ACTE, MNACTESNP, etc. Information obtained from conferences was shared with co-workers at district PD events.
- Continued this year was the "Intro to CTE" 6-hour training that is integrated in the Teacher Tenure requirements. CTE Teachers were provided with overview of CTE mission, vision and goals as well as Perkins legislation, Advisory Committee development, Technical Skills Assessments, Certifications, Articulated Credit, Work-Based Learning, CTE program approval process, and district procedures.
- Four Staff Development days were held with all CTE teachers, focusing on topics to improve instruction, such as developing articulated college credit, Early College opportunities, and business and industry tours. MDE expert, Keri Ann Ediger lead the CTE teachers through the Perkins accountability indicators and focused in depth on MCA Reading and Math and strategies teachers can use to impact student performance.
- An additional Secondary Professional Development opportunity was held to support our teachers in obtaining the CTE licenses via portfolio. An information session was provided in which 30 staff members who either hold variances or teach PLTW as science elective courses. MDE Licensing personnel presented as well as a reviewer of portfolios. A grant from 3M allowed us to pay the teachers for 10 hours of work on the portfolios as well as the submittal fees to add the CTE license. Four portfolios have been submitted and approved. Many more teachers are continuing to gather evidence. Teachers were supported in the evidence gathering through individual meetings, invitation to attend our CTE New Teacher sessions and by creating a Schoology Course, where possible resources are available to meet each standard. There will be a presentation at the CTE Works! Conference on our work to provide support to teachers working on licensure via portfolio.
- The Consortium strategically built community partnerships aligned to Programs of Study using our CTE Advisory Committees to leverage opportunities ranging from classroom speakers, tours, mentoring, to Work-Based Learning experiences. In the summer of 2017 through our multiple collaborations, over 625 internship positions were filled by secondary students from Saint Paul Schools.
- Continued oversight of and enhancements to the High School Senior Survey online tool, provided important information to School Board, Administration and Principals in measuring students' satisfaction of their high school experience. Racial equity remains Saint Paul Public Schools primary emphasis and this tool disaggregates data by each race. The High School Senior Survey gives student voice needed to drive programming decisions. Questions include areas such as; school safety, students access to opportunities for career and college planning, utilization of updated equipment, availability of internships, rigor and relevance of instruction, etc. Results are used to drive instructional changes impacting the students' high school experience and preparation for career and college success.
- Planning in FY16 led to offering the Legacy Program at Harding High School in FY17. This afterschool program provides students the high degree of support for both student and the student's family that is needed to ensure students successfully transition to college and career. This program is fully supported by community partners to facilitate student success and add diversity to the aging workforce in the energy field.

Needing to create more career pathways at Harding, leadership is currently exploring adding an Energy Pathway. Saint Paul College Student Services staff including Admissions Specialists, Career Services and CTE Administrators will continue to partner with the Legacy Program at Harding, participating in CTE exposure days and assisting with career preparation skills such as resume writing. Planning is in progress to expand the Legacy Program to other Career Pathways in Saint Paul Public Schools.

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

- During the 2016-17 school year, eighty-three students participated in the CPA program at SPC, having opportunity to concentrate in a pathway and earn industry-based certifications such as First Aid, CPR, IC3, and CNA.
- Brokering with Inver Hills Community and Technical College allowed Humboldt students opportunity to take an Emergency Medical Responder (EMR) course. Planning continued to build a medical pathway at Humboldt to allow for more concentrators and provide more avenues leading to successful completion of the NA and EMR certification. Curriculum writing has resulted in a four-year sequence of courses with one course added to the registration guide each year. The Health Care Core Curriculum was explored and was offered at LEAP school in the summer session, allowing ELL students additional preparation, vocabulary, and skill practice.
- Currently 86 students make up the AOIT program at Humboldt Secondary School. The first cohort group completed their Junior year. We continue to seek certificates and outcomes that lead to college credits prior to graduation.
- In the fall of 2014, two cohorts of 30 entered the AOF program at Como Park Senior High as 9th graders. Currently, there are 305 students in the AOF program. Together AOF and AOIT have provided 207 students with leadership development opportunities, 436 participated in Work Experiences and 415 had industry mentoring, and 507 participated in career/academic counseling. Retention in the AOIT and AOF programs is at 76%, with 96% attendance.
- Planning continued to design a Welding Pathway within the current Agriculture and Natural Resources program at Humboldt Secondary School as well as a Construction Pathway at Central High School. Grant funding was received from the Greater Twin Cities United way to assist to build these pathways. Braiding funds, a Career Pathway Coordinator position was created to oversee the development of these new pathways as well as future pathways in high wage high demand areas. In Spring of 2017, the first course in each pathway was offered along with a Work Based Learning course. Articulations continue to be negotiated with Saint Paul College. As a result of exposure to the apprenticeship training within these courses, two students in the Construction Pathway graduated from Central and joined apprenticeship programs as a result of the intentional exposure to the apprenticeship training centers in this pathway. These pathways will be additional Rigorous Programs of Study.

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

Our extensive partnerships are highly valued in the development and support of CTE programing. From the Legacy Program at Harding to our collaborations with funders and internship providers, the Saint Paul Consortium has been able to create and build upon relationships, where together, we build CTE programs that meet the needs of our urban students.

Also, our AOF program and the multiple consortium collaborations is a very good example of pathway programing necessary and supports required for the success of our urban student population. Built from a club, to a program serving over 300 students, much has been learned. Many of the AOF participants are continuing on into postsecondary education, both at Saint Paul College and elsewhere, pursuing the field of Business.

Goal 1 Objectives

Goal 1 Objectives 1

Use of Funds

R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling

Strategies

1. Sustain and expand offerings in the Career Pathways Academy (CPA) and increase high school options for early-college courses in high-skill, high-wage, or high-demand occupations.
- 1.a. Support the Career Pathways Academy, providing opportunities for early college credit and career exploration.
- 1.b. Explore, develop, and expand concurrent enrollment opportunities and certificate pathways and increase opportunities for nontraditional participation and completion in courses that attract high numbers of participants through collaborations between the CTE Staff, Perkins Coordinators, Administration, Academic Deans, and Faculty.

Outcomes

- 1.a. Secondary students are prepared for college and career opportunities by earning college credit through early college enrollment.
- 1.b. Secondary students have a variety of opportunities to earn concurrent and articulated credit.

Measures

- 1.a. End of course grades and transcripts.
- 1.b. Courses are aligned or modified to create pathways and certificate programs.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$6,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$6,000.00
Secondary Required Activities	\$73,960.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$6,800.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$80,760.00
Total	\$86,760.00

Reallocation Explanation

Reallocated used to cover additional salary costs due to contractual salary increases for funded positions.

Goal 1 Objectives 2

Use of Funds

R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition

Strategies

2. Continue processes to fully develop Programs of Study (POS) and Rigorous Programs of Study (RPOS) to include all aspects of industry by using labor market data, projection modeling, and key stakeholders feedback.
- 2.a. Facilitate POS and RPOS by gathering secondary and postsecondary partnering instructors and counselors together to review and modify course offerings and to align curriculum, develop articulations, provide for student supports, and design RPOS. Share RPOS and POS with advisory committees.
- 2.b. Provide professional development, in-service days, and training activities for counselors, CTE teachers, college faculty, and administrators on the POS and RPOS systems, Saint Paul Consortium, and career pathways. An instructional designer will continue to work with faculty and staff to develop new course and program offerings using online, face-to-face, and hybrid delivery methods. In addition, the instructional designer will continue to work with faculty to ensure that course outcomes and program outcomes are aligned.
- 2.c. Provide counselors and CTE teachers with career exploration materials and career decision-making tools for students and parents.
- 2.d. Provide on-line district-wide surveys to all graduating seniors to assess their post-high school career and educational plans and readiness for college or career.

Outcomes

- 2.a. RPOS are available for students in at least four areas of concentration.
- 2.b. CTE stakeholders increase their participation in RPOS and POS programs that include additional community based experiences. Faculty and staff will be provided tools to enhance their ability to guide and develop students through CTE courses and programs of study.
- 2.c. Students, parents, counselors, and faculty will have access to information through multiple delivery methods to assist them in preparing for their future in career and technical education.
- 2.d. Administration, teachers, and counselors utilize results of surveys to implement district-wide or individual building-specific changes.

Measures

- 2.a. Numbers of students who persist in an RPOS beyond two semesters.
- 2.b. Agendas and presentation materials. Evaluation summaries of professional development days and evaluations on the quality of products developed. Plan developed and implemented to review course outcome and program outcome alignment.
- 2.c. Usage logs and purchase orders.
- 2.d. Survey results.

Post-Secondary Required Activities	\$39,457.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$4,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$43,457.00
Secondary Required Activities	\$77,212.97
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$77,212.97
Total	\$120,669.97

Reallocation Explanation

Goal 1 Objectives 3

Use of Funds

R1 Academic Integration , R2 Programs of Study, R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services

Strategies

- 3. Strengthen the academic and technical skill attainment of students participating in Career and Technical Education.
 - 3.a. Consult with MDE, MnSCU, and other Consortia, to plan for the implementation of relevant assessment instruments to measure technical skill attainment; implement approved technical skill assessments for Programs of Study. Review curricular match to program assessments and when necessary make adjustments to test selection or revisions to time when test is administered to students.
 - 3.b. Bring partnering teams of CTE teachers and administrators together to review assessments and select the measures as part of the state-wide technical skill attainment initiative.
 - 3.c. Administer the Accuplacer assessment to high school students and adult learners to ensure their readiness for college coursework and to promote student success.
 - 3.d. CTE teachers and administrators participate in district-wide professional development and National and State level conferences to obtain Best Practices and to improve academic and technical skills of CTE students.
 - 3.e. Continue the development of CTE courses that highly integrate reading, math, science, or art standards at the Secondary level.

Outcomes

- 3.a. CTE programs identify an assessment tool to utilize as measurement of technical skills. Make changes as needed.
- 3.b. CTE program areas review technical skill assessment products and provide feedback.
- 3.c. Ensure readiness for College coursework and promote student success.
- 3.d. Teachers and CTE staff obtain Best Practices to improve nontraditional participation/completion, academic and technical skill attainment of CTE students.
- 3.e. Improved students academic performance.

Measures

- 3.a. Percentage of programs assigning a Technical Skill Assessment and pass rates of students on skill assessment tests.
- 3.b. Attendance at Statewide Meeting.
- 3.c. Enrollment services documentation.
- 3.d. PD attendance, 1S1 and 1S2 performance.
- 3.e. Revised curriculum posted on website and Perkins data for 1S1 & 1S2.
- 3.f. Program outcomes aligned to courses and nontraditional student participation and retention rates.

Post-Secondary Required Activities	\$18,368.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$4,000.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$381.00
Post-Secondary Reallocation Reserve	\$5,618.53
Post-Secondary Total	\$28,367.53
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$10,000.00
Total	\$38,367.53

Reallocation Explanation

Funds will be used for Certiport Assessment prep tool to prepare students for the Certiport TSA as well as exam units. These expenditures will increase the number of students completing this TSA as well as the exam pass rate as reflected in indicator 1P1 results.

Goal 1 Objectives 4

Use of Funds

R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

- 4. Use systemic needs assessment to ensure CTE courses offer relevant and rigorous coursework for all students at the secondary and postsecondary level.
- 4.a. Support the development of pathways and courses, including the purchase of equipment and technology for CTE teachers in the high schools and Career Pathways Academy to keep current with expectations of industry.
- 4.b. Continue to develop the Agriculture Education program at Humboldt, Highland, and Gordon Parks Senior High providing opportunities for an FFA organization, articulation with postsecondary, and attend training for the CASE curriculum.
- 4.c. Through brokering, develop Medical pathways at LEAP and Humboldt High Schools in CNA at both schools and First Responder at Humboldt.
- 4.d. Continue researching curriculum, articulating classes and planning a Construction Trades/Welding RPOS.
- 4.e. Develop educational material to help students understand the different pathway opportunities offered in collaboration with SPPS. These materials would include Career Pathways Academy, the Early College Model, and other opportunities provided by the College.

Outcomes

- 4.a. Courses, materials and equipment prepare students for industry requirements.
- 4.b. Students have access to rigorous curriculum, opportunities to increase engagement, develop and demonstrate leadership skills and earn early-college credit.
- 4.c. Students have access to high wage, high demand career pathways.
- 4.d. Consortium develops plan for Construction Trades/Welding RPOS.
- 4.e. Students understand different pathway opportunities offered at the College.

Measures

- 4.a. Articulation Agreements, Technical Skill Assessment, and new course/pathway offerings.
- 4.b. FFA roster and conference certificate.
- 4.c. Number of students earning participating and completing certificates.
- 4.d. RPOS offerings.
- 4.e. Increased participation of SPPS students in pathway programs offered in collaboration with Saint Paul College.

Post-Secondary Required Activities	\$24,828.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$24,828.00
Secondary Required Activities	\$77,686.93
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$19,699.36
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$1,706.11
Secondary Reallocation Reserve	\$909.54
Secondary Total	\$100,001.94
Total	\$124,829.94

Reallocation Explanation

Reallocation used to cover additional costs of licensed classroom teacher due to contractual increase in both reserve and reallocated.

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

Goal 2 Narrative:

The Saint Paul Consortium collaborates with community partners, Program Advisory Committees, and all aspects of industry to identify high-skill, high-wage, or high-demand educational opportunities and provides contextual work-based learning for all populations through internships, fieldtrips, job shadows, career pathway events, and mentoring experiences. Program Advisory Committees include representatives from secondary and postsecondary education along with representatives from business, industry, Chambers, students and alumni, and Workforce Centers. Advisory members participate in continuous program improvement to ensure services and activities are sufficient in size, scope, and quality. Recent partnerships have expanded to other providers that support transitions for high school and adult learners to include Adult Basic Education (ABE), Area Learning Centers, and alternative high schools. Saint Paul College will continue to explore opportunities to provide adult learners with short-term certificates aimed at giving students skills to help them transition into the workforce.

QUESTION: To what degree do CTE advisory committees serve both Secondary and Postsecondary programs? (Do all programs use them? Does the same advisory team advise both secondary and postsecondary programs?)

CTE Advisory Committees provide direction and programming support for all CTE Curricular areas.

At the secondary level the structure includes a CTE overarching board, and within that board, specific committees include: Aviation, Automotive, Construction, AOIT, AOF, Family and Consumer Science, Agriculture Foods and Natural Resources, Work-Based Learning, Medical Careers and Project Lead the Way Engineering. Secondary and post-secondary members serve on advisory teams at each level, bridging curriculum, programming and work-based learning, resulting in tremendous benefits to both partners and all students. After sharing the secondary Perkins Indicator performance and the discussing the need to improve 6S2, Nontraditional Completion, the Saint Paul Advisory Board suggested an exit survey of nontraditional students when leaving a pathway. Planning will take place in Fall 2017 to implement this tool to determine causes for students leaving a nontraditional career pathway.

The Consortium collaborates between Advisory Committees. An example of this is the Saint Paul High School Automotive Center Advisory Board in which Saint Paul College Automotive teachers are active members. This collaboration provided opportunities to network and build relationships, resulting in Saint Paul Public Schools providing support to Saint Paul College instructors as they worked through their NAFEF Certification process, after going through their NATEF Certification the previous year.

QUESTION: What role does the advisory team play for CTE programs? What support have they provided to programs?

Advisory teams for CTE programs play a critical role at both secondary and postsecondary levels in reviewing program data, including performance metrics. After sharing the secondary Perkins Indicator performance and the discussing the need to improve 6S2, Nontraditional Completion, the Saint Paul Advisory Board suggested an exit survey of nontraditional students when leaving a pathway. Planning will take

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

All CTE program areas highly value and utilize the expertise of the business and industry partners to enhance course material and bring real-life application to the classroom. Advisory members play a key role in accessing and sharing market and employment trends and then assist teams to develop varied and sequenced Work-Based Learning opportunities. All CTE courses embed Work-based learning opportunities that may include classroom speakers, industry tours, mentoring, job shadows, assistance with job seeking and keeping skills lessons, as well as in and outside of school time internships. Career Fairs are held by many of the high schools reaching over 5,000 students.

- 1) AOF and Business: Teachers utilized Bestprep to provide classroom support, summer opportunities/camp and mentoring. Over seventy business students participated in Saint Paul's Right Track summer internships. Brand Lab provided marketing instruction, scholarships and internships for 17 students. There were 305 AOF students listened to classroom speakers, participated in tours of industry, job shadows and internships.
- 2) FACS: Teachers partnered with Brand Lab to provide marketing classroom instruction and internships. Classrooms provided industry speakers, tours of industry and post-secondary training. Culinary students were mentored by SPC culinary students and worked side by side at the culinary "Top Chef" type event.
- 3) Construction: There were 475 students from all Saint Paul high schools participated in Construct Tomorrow Event and had the opportunity to experience first-hand many different trades. Fifteen students participated in the new MN Trades Academy program, a partnership between the Trades, Saint Paul Facilities Department, CTE, Right Track and the Construction Careers Coalition. Urban Boat Builders provided 16 internships to student of Saint Paul School District.
- 4) Communications/IT: Several classrooms participated in tours of industry. Several advisory members taught instructional units in the AOIT classroom to 50 students throughout the introductory course. Genesys Works provide summer training and during school internships for 70 students, Kitty Anderson provided internships to 35 students, Stem Camp provide 11 and Pheonix Dot provided 8 Internships.
- 5) Automotive: Juniors or seniors who complete the National Automotive Technical Education Foundation (NATEF) courses, are eligible for summer internships at dealership represented on the Automotive Advisory Committee. Through a newly developed partnership with the Saint Paul Right Track program, 8 students who completed automotive courses worked in summer internships at the Saint Paul Parks and Recreation Department servicing vehicles and equipment. All Saint Paul High School Automotive Center students were invited to tour industry and complete job shadows. A Counselor event was held at the Saint Paul High School Automotive Center where Advisory Committee members discussed the current need of the industry and helped inform counselors on the automotive employment needs of the local community.
- 6) Agriculture, Foods and Natural Resources: Students participate in summer programs and internships through the Saint Paul Right Track program and through partnerships with various community partnerships including, Urban Roots, Conservation Corps, Como Zoo and DNR. Over 100 students were provided instruction, work experience and credit while participating in these internships.
- 7) PLTW: Over 300 students attended college and industry tours, speakers in classroom, and 8 students participated in internships at the Department of Transportation and 35 in the 3M STEP Internship program. (Numbers of Interns counted in #4 Communication Technology area)

The Post-secondary work-based opportunities are extensive. In multiple career and technical academic program areas, advisory committee members also serve as clinical/internship site coordinators and mentors. The work-based opportunities provided to post-secondary students included:

- 1) In Practical Nursing, 78 students participated in clinical experiences from July 1, 2016 to June 30, 2017.
- 2) In Childhood Development and Services, 38 students participated in practice teaching experiences in the fall of 2016 and the spring of 2017.
- 3) Medical Laboratory Technician included 19 students participated in clinical experiences.
- 4) Computer Numerical Control/Machine Tool included 180 students of CNC/Machine Tool students which all participated in hands-on learning opportunities that mirror workplace settings.
- 5) In Carpentry, all 16 carpentry students had hands-on learning opportunities while building a home for a wounded veteran, in partnership with a non-profit.
- 6) Phlebotomy provided hand-on learning opportunities for 30 students taking these courses during the 2016-2017 academic year.
- 7) In Pharmacy Technician, 10 students participated in internship opportunities.
- 8) Clinical Esthetics provided hands-on clinical experiences for 59 students at the College's on-site clinic that serves the public.

Goal 2 Objectives

Goal 2 Objectives 1

Use of Funds

R1 Academic Integration , R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition

Strategies

- 2. Create and sustain partnerships with other providers that support transitions for high school and adult learners with collaborations that lead to CTE program improvements.
- 2.a. Work with SPPS to implement the Early College initiative, which will create pathways and opportunities for high school students to transition into Saint Paul College.
- 2.b. Implement CTE middle and high school career fairs for students throughout the Saint Paul Consortium.
- 2.c. Partner with other providers that support transitions for high school and adult learners to credit-based programs through outreach and services at community events, open houses, area learning centers, nonprofits, Workforce Centers, ABE, and area high schools.
- 2.d Coordinate Women in the Trades initiative to encourage nontraditional participation in this pathway.

Outcomes

- 2.a. Students have increased opportunities to transition into Saint Paul College from high school.
- 2.b. Students have opportunities to gather information and prepare for College and Career Transitions.
- 2.c. Students have opportunities to gather information and prepare for College and Career Transitions.
- 2.d Increase the nontraditional participation rates as measured by Perkins indicator 5P1.

Measures

- 2.a. Student Records.
- 2.b. Attendance Rosters.
- 2.c. Agency Rosters.
- 2.d. Perkins indicator 5P1.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,345.24

Reallocation Explanation

Online hands-on career advise system with 50+ videos, worksheets and other tools to help adult students and other learners transition to postsecondary education as well as from postsecondary education to the workforce.

Post-Secondary Reserve	\$6,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$2,000.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$10,845.24
Secondary Required Activities	\$3,083.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$3,083.00
Total	\$13,928.24

Goal 2 Objectives 2

Use of Funds

R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition

Strategies

1. Develop and sustain collaborations with community partners, Program Advisory Committees and all aspects of industry, to identify high-skill, high-wage or high-demand occupational opportunities within the region.
 - 1.a. Collaborate with existing Program Advisory Committees and expand them to include secondary and postsecondary representation.
 - 1.b. Involve Program Advisory Committees in continuous program improvement by ensuring that services and activities are of sufficient size, scope, and quality.
 - 1.c. Identify, market, and provide opportunities for students contextually through job shadows, field trips, internships, mentorships, and work-based learning for all populations including students at risk.

Outcomes

- 1.a. CTE programs are connected to one or more Program Advisory Committee(s) with secondary and postsecondary representation.
- 1.b. Program Advisory Committees review program curricula and assessment of student learning outcomes to determine programs are sufficiency in size, scope, and quality.
- 1.c. Increased access to internships and work-based learning opportunities are identified in pathways to prepare for College or Career transitions. Meet the Perkins Consortium Negotiated Performance level for 4P1 (student placement).

Measures

- 1.a. Agendas and or minutes of meetings.
- 1.b. Agendas and or minutes of meetings.
- 1.c. Program Rosters and Perkins indicator 4P1.

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Reallocation Explanation	
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$34,853.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$34,853.00
Total	\$34,853.00

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

The Saint Paul Consortium provides access to rigorous CTE courses and programs of study, requiring consistent expectations for all learners in high school and college, including members of special populations. The Saint Paul College Early Alert Referral System, in combination with the Dean of Student Engagement, Persistence and Success, Director of Access and Disability Resources, and the Tutoring Coordinator, assist members of at-risk populations in overcoming barriers to successful program completion. Secondary students with special needs receive comprehensive work-based learning, career exploration, and assessment and evaluation opportunities with the extended potential to practice skills gained within their work-based learning courses.

The Saint Paul Consortium makes every effort to market and increase gender equity within programs of study. Saint Paul Schools offers a K-16 engineering pipeline whereby elementary students are exposed to engineering studies through speakers and field trips. The PLTW Gateway program has expanded in middle schools, and secondary students have access to at least two PLTW courses.

New courses will be offered that will increase male student opportunities for a non-traditional concentration in pathways in Therapeutic Services. Agriculture courses continue to expand at Gordon Parks, Highland as well as Humboldt senior high schools. The Academy of Information Technology at Humboldt has completed the 2nd year. A Construction Trades Pathway and Welding Pathway will begin fall of 2016, providing options for nontraditional females to concentrate in high-wage, high-demand occupations.

At the postsecondary level, increased efforts related to nontraditional participation and persistence will occur. These efforts will include intentional outreach to this student population by providing opportunities for nontraditional participants to network with each other through the Women in the Trades initiative.

QUESTION (for FY15 only, optional for FY16): What service was conducted during the grant year that was most successful?

QUESTION (New for FY16): What strategies were adopted to overcome barriers for special populations?

Professional Development was provided by MDE College and Career Success Staff to the CTE teachers, on the topic of understanding the MCA Reading and MCA Math Assessment and Standards and assisting teachers in integrating additional content, specific to MCA assessments into their CTE courses, to improve the indicator outcomes in 1S1 and 1S2.

Braiding funds, tutors, counselors and navigators were hired from the Department of Labor YCC grant funds to work with students in CTE pathways of AOIT and AOF and through the GTCUW for the Welding and Construction pathways, ensuring students have the appropriate study skills, academic skills, and they have the transition tools needed to successfully complete high school and college level courses and programs.

Students with special needs were supported through CTE classes as determined by the IEP. Accommodations were readily available and consist of extra time, extra practice, support in the classroom, support outside of class time, peer support, testing outside of class, tests read, tutoring, taped lessons etc. Students with special needs were provided with supportive work environments through the STEP program where they experienced several community and district placements, obtaining career exploration, career training, gaining essential skills and earned employability certifications.

Work Experience Coordinators provided job shadowing events for over 150 students to expose students to a variety of options. Perkins funds paid for subs for classrooms and busses to these events.

To increase student's participation in Non Traditional Careers, summer camp experiences provided exploration opportunities and encouragement for female students to consider a variety of STEM careers. Over 400 students attended the Construct Tomorrow Event where they experienced firsthand careers in high demand.

Building Pathways (RPOS) is viewed as a strategy that is expected to increase the Non Traditional participation and concentrators success. As RPOS are expanded, plans are incorporated to support students who are non-traditional by gender and students who have special education needs.

Saint Paul College hosted 170 high school CTE students in a hands-on career fair. Students from Central, Highland Park, OWL, Humboldt Secondary, Gordon Parks and Creative Arts High Schools attended this event with their CTE Instructor, where they experienced a Saint Paul College course similar to their CTE secondary course, as well as a Saint Paul College course that is non-traditional for the high school course's gender make up. Students were mentored by a college student assisting them to complete engaging projects. Students participated in courses such as, Sheet Metal, Welding, Cabinetmaking, CNC Machining, Cosmetology, Human Resources, and Geographic Information Science.

CTE staff provided afterschool programming to over 200 students in leadership activities such as FFA, First Robotics, and Real World Design Challenge. Participating in these activities is expected to increase student engagement, graduation rate and completion.

The Saint Paul College Early Alert Referral System, in combination with the Dean of Student Engagement, Persistence and Success, Director of Access and Disability Resources, and Tutoring Coordinator, assisted members of at-risk populations in overcoming barriers to successful program completion. Saint Paul College continued to focus on nontraditional student participation through intentional outreach opportunities for nontraditional participants to network with each other through the Women in the Trades initiative.

QUESTION: Describe how your consortium uses data to target consortium activities to the needs of special populations and what impact the efforts have had on success of special populations.

The consortium analyzes data from the Perkins indicators and uses this information as a basis for planning and modifying programming. An example of how data drives decision making specific to our special populations, is the LEAP Academy (a school for recent refugees and immigrants). After reviewing the special populations TSA passing rates on the Certified Nursing Assistant Assessment, it became evident that further supports and coursework was necessary to better prepare students who are learning English as they take CTE courses. Planning during FY17, lead to LEAP offering the Health Care Core Curriculum course in the summer and in fall of 2017 are teaching the CNA course over 2 hour blocks.

Saint Paul College is also making increased efforts related to nontraditional participation and persistence. These efforts include intentional outreach to this student population by providing opportunities for nontraditional participants to network with each other through the Women in the Trades initiative. The College also received Office of Higher Education grant funding to expand concurrent enrollemnt course opportunities with Roseville Area schools, specifically developing a medical terminology concurrent enrollment course that primarily serves English Language Learners at Roseville High School.

Goal 3 Objectives

Goal 3 Objectives 1

Use of Funds

R3 All Aspects of an Industry, R5 Professional Development ,
R8 Size/Scope/Quality, R9 Special Populations, R10
Collaboration

Strategies

1. Show connections to local, regional, and statewide initiatives to provide access and success for special populations and participants nontraditional by gender.
 - 1.a. Continue summer and in school time opportunities/activities to support the development of the nontraditional pipeline.
 - 1.b In collaboration with SPPS, use Naviance results to identify students that are interested in pathways that are nontraditional for their gender. Intentionally market and offer opportunities for these students to explore these specified career pathways.
 - 1.c. Provide activities and resources to recruit nontraditional students into CTE Programs using multiple methods of engagement. Offer role models and speakers from business, tours, incentives, and internships. Collaborate with CTE building apprenticeship unions to share in the hire of a CTE outreach recruiter to encourage women and minorities to enter apprenticeship fields.

Outcomes

- 1.a. Students have access to information and are involved in engaging programs nontraditional by gender.
- 1.b and 1.c. Increase or maintain Consortium Negotiated Performance levels for Nontraditional Participation and Nontraditional Completion (6S1, 6S2, 5P1, 5P2).

Measures

- 1.a. Class Roster.
- 1.b. and 1.c. Perkins indicators 6S1, 6S2, 5P1 & 5P2.

Post-Secondary Required Activities \$0.00

Reallocation Explanation

Post-Secondary Permissible Activities \$0.00

Post-Secondary Reserve \$0.00

Post-Secondary Total \$0.00

Secondary Required Activities \$4,934.00

Secondary Permissible Activities \$0.00

Secondary Reserve \$0.00

Secondary Total \$4,934.00

Total \$4,934.00

Goal 3 Objectives 2

Use of Funds

R8 Size/Scope/Quality, R9 Special Populations, R10
Collaboration, R11 Articulation, P1 Advisory Committees, P2
Counseling, P3 Work-Based Experiences, P4 Additional
Special Populations, P5 Student Organizations

Strategies

2. Identify and adopt strategies to overcome barriers for Special Populations to increase success and have access to CTE programs that lead to high-skill, high-wage, or high-demand occupations for self-sufficiency.
 - 2.a. Provide specialized activities, equal opportunities, and accommodations for Special Populations including career and college assessments, tours, and a Job Shadow event for 170 students.
 - 2.b. Integrate curriculum and instruction using a collaborative teaching model to increase special education and ELL students' success in CTE.
 - 2.c. Offer summer camp experiences for 200 students with an emphasis on recruiting and retaining nontraditional students in High School Project Lead the Way (PLTW) and in other CTE and nontraditional programs.
 - 2.d. Provide after-school opportunities for 200 students to increase student engagement and enrichment, and develop leadership skills through involvement in Student Organizations ie. Real World Design Challenge, FIRSTRobotic, FFA, etc.

Outcomes

- 2.a. Students who are members of Special Populations have access to programs and expanded opportunities that lead to high-skill, high-wage or high-demand occupations and self-sufficiency.
- 2.b. All CTE courses offer collaborative experiences and utilize a team teaching model to deliver CTE credit.
- 2.c. Increase High School and College enrollment in nontraditional careers to meet or exceed negotiated targets.
- 2.d. Maintain opportunities for engagement and enrichment activities.

Measures

- 2.a. Attendance Roster. Internship participation.
- 2.b. Class Roster and course syllabi.
- 2.c. Class Roster, Surveys and Pfile data.
- 2.d. Class Rosters and Competition materials.

Post-Secondary Required Activities \$37,471.00

Reallocation Explanation

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$37,471.00
Secondary Required Activities	\$12,284.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$12,284.00
Total	\$49,755.00

Goal 3 Objectives 3

Use of Funds

R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition

Strategies

- 3. Maintain consistent expectations and retention goals for all students at risk and for all learners in high school and college. Continue to survey students and analyze data by program and demographic areas to address trends and patterns related to persistence.
- 3.a. A new administrative position was developed at Saint Paul College to directly address issues related to student engagement, persistence, and success. The Dean of Student Engagement, Persistence, and Success at Saint Paul College will intentionally coordinate and implement student services that address special population needs which include: access and disability resources, assessment, academic success centers, tutoring, and specified grant programs focused on the success of special populations in the Consortium.
- 3.b. Expand the Director of Access and Disability Resources position, formerly the Disability Services Director, to explore the success rates of students with disabilities in CTE programs at the College. This position will provide targeted outreach to CTE faculty and students to raise awareness and understanding of the resources offered by the Access and Disability Resources Center and to increase student completion for this population.
- 3.c. Coordinate and provide tutoring assistance to students in need of support.
- 3.d. Continued use of the Early Alert Referral System (EARS) to connect with students experiencing difficulties, to provide support, and offer remediation for all students.

Outcomes

- 3.a. The Dean of Student Engagement, Persistence, and Success will implement initiatives focused on increasing Perkins indicators of student completion (2P1) and student retention and transfer (3P1).
- 3. b. All students with documented disabilities are provided reasonable accommodations. The Director of Access and Disability Resources will explore new ways to increase the completion of students with disabilities in CTE program areas.
- 3.c. Students are provided services through the Academic Support Center and surveyed when they withdraw from College.
- 3.d. Students who are experiencing difficulties are provided proactive assistance through EARS.

Measures

- 3.a. Perkins indicators 2P1 and 3P1.
- 3.b. Records and results of student surveys.
- 3.c. Records of students who receive services and 2P1 indicator for students with disabilities.
- 3.d. EARS Records.

Post-Secondary Required Activities	\$91,334.00
Reallocation Explanation	
These funds will be used for assistive technology and tools for students with disabilities in CTE programs, as well as Accuplacer Companion Set Bundle for students with disabilities who require accommodations for the Accuplacer assessment.	
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$96,253.95
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$96,253.95

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

Goal 4 Narrative:

The Consortium offers a Continuum of Service Provisions, allowing students to move smoothly within a Program of Study (POS) through multiple entrance and exit points. Transfer, Enrollment, Transitions Specialists, and High School Counselors guide learners through program options that align with career aspirations. Local, regional, statewide articulations, and brokering processes establish learner access to POS external to the Saint Paul Consortium for programs that are unavailable or not fully developed. Such processes open opportunities for high school and adult learners to acquire college credit through flexible programming options readily available through the MnPOS web site.

In FY16, Saint Paul Public Schools began a partnership with Saint Paul College to develop a strategic K-16 system-wide alignment designed to expand college credit-earning opportunities and pathways for high school students by increasing wraparound supports that will better prepare our scholars for achieving post-secondary success in college and/or career. The Early College project, beginning during FY17, will include increased opportunities for concurrent enrollment, faculty mentoring, articulation agreements, and the Career Pathway Academies.

The Consortium's focus on completion, retention, and job placement includes continuing the enhancement and support for resume writing, employment search and interviewing skills along with increased interactions via demonstration day events between graduating students, instructors, and employers. The Dean of Student Engagement, Persistence & Success will lead the development and implementation of initiatives focused on increased student success at Saint Paul College. In addition, the Director of Pathways will focus on the seamless transitions of students from high school to college, and into the workforce in collaboration with the Director of Career and Placement. Providing these resources will enhance networking opportunities, campus connections with the ultimate goal of increasing CTE student enrollment, retention, completion, and job placement at the postsecondary level.

A College shared position with the Saint Paul Public Schools will work with the high schools to increase student enrollment in Postsecondary Enrollment Options, with a goal of serving 150 more students in the coming year, and to sustain enrollment in the Power of YOU program. Summer bridge events, Scrubs camp and Manufacturing camp, will be held during FY17 to provide secondary students opportunities to explore the areas of healthcare and manufacturing pathways. Increased efforts to intentional promote Scrubs camp and Manufacturing camp to secondary students that show career interests in these areas that are nontraditional for their gender will be made.

QUESTION: Describe the kinds of articulation, college-in-the-schools, transfer credit courses offered and how many students participated.

The Saint Paul Consortium has embarked on a collaboration to develop an Early College Model, where students will obtain transcripted college credit for transfer curriculum courses. Within the Early College Model, CTE pathways and Academy Programs (Multi-year sequence of courses leading to certificate or degree) are being developed at all high schools integrating transfer curriculum courses and CTE early college opportunities throughout.

340 students enrolled in Saint Paul College concurrent enrollment courses at Saint Paul Public Schools and Roseville High Schools. Courses offered were College Algebra, Chemistry 1, Nutrition, and Chemistry 1.

The first cohort group of AOF students graduated in June. Six students received their 16 credit SPC Business Certificate and now attend SPC or other 4 year Universities.

Dual credit was earned by 83 students at the CPA program in the areas of Medical, Business and Information and Digital Technology.

A Perkins funded position was responsible for developing and advancing the articulation agreements between secondary CTE instructors and MNSCU colleges using the CTECreditMN.com website to register and record the earning of the CTE articulated credit.

Saint Paul Public Schools has several articulations with other post-secondary partners, including: Dunwoody, Minneapolis Technical College, Hennepin Technical College, and Dakota County Technical College. Through brokering, Saint Paul Public Schools collaborated with Inver Hills Community College Customized Training Program to continue a medical pathway by offering Emergency Medical Responder.

Below are examples of current CTE courses with articulated credit in FY17:

Child Development

Culinary Arts 1

Culinary Arts 2

Fashion Design

Automotive Maintenance and Light Repair

AOIT Web Design

Digital Imaging

Intro to Computer Programming

Technology Literacy

Business Communications

Intro to Business

Accounting

Keyboarding

Computer Fundamentals

Computer Applications

Web Design

Photoshop

Hardware and Operating Systems

Java

Woodworking

PLTW Engineering

Civil Engineering & Architecture

Engineering Design & Development

Video Production

Nursing Assistant

Emergency Medical

Intro to Horticulture

QUESTION: To what degree and in what ways are these advanced credit courses transcripted on the students high school record and on college transcripts?

In Saint Paul Public Schools, Early College Courses counting towards the Transfer Curriculum are titled with SPC in the course title to specify concurrent enrollment. Course numbering reflects the department, where the course is taught, the learning level such as College in the Schools, Advanced Placement, Concurrent etc.

For example, student who take courses in the Career Pathways Academy are enrolled in to course number such as B536111. B-Business, 5=Post-Secondary Site, 6=Concurrent etc.

Concurrent enrollment courses, including Career Pathways Academy courses, are transcribed on a college transcript following concurrent enrollment practices. Articulated credit courses are notated on the college transcript once that student enrolls at Saint Paul College.

Goal 4 Objectives

Goal 4 Objectives 1

Use of Funds

R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

- 1.a. Provide services to enhance local and statewide learner transitions from high school to college, university, and the workforce. Encourage SPPS students to enroll in articulated CTE courses, CPA, Post-secondary Enrollment Options courses through Saint Paul College, the Early College initiative, and through the Power of YOU program.
- 1.b. Provide transition agreements and student services to enhance learner transitions from other colleges to private and public universities. Collaborate with the Career Center to transition learners into the workforce. Work with CPA (Career Pathways Academy) students to promote college transfer.
- 1.c. Supervise the enrollment of high school students through the CPA and the College Learning Center.
- 1.d Offer Summer Bridge programs at Saint Paul College for students to gain valuable skills to help with transition into college.
- 1.e. Offer summer camps in the areas of Healthcare and Manufacturing to provide students with hands-on experiences in these areas while also intentionally promoting nontraditional participation.
- 1.f. Expand the role of the Director of Career and Placement Center at Saint Paul College. Through this position offer demonstration day events designed to allow students enrolled in CTE areas the opportunity to demonstrate their skills attained in their program. These events will connect students with employers while increasing awareness of CTE programs at Saint Paul College. In addition, provide an online career exploration video resource for the campus community to help inform students about career options and how they link to educational options.
- 1.g. Continue efforts to enhance support for resume writing, employment search, and interviewing skills. Increase the potential for interactions between graduating students, instructors, and employers. Provide greater visibility of the Career and Placement Center to students and faculty, including class interactions with faculty and students to emphasize the importance of accurate reporting on the graduate placement follow-up survey as well as the importance of beginning the job search well before graduation.
- 1.h Promote seamless transition for students from high school to college, and into the workforce through analyzing key institutional metrics and developing intentional programming and interventions. The Dean of Student Engagement, Persistence, and Success, the Director of Enrollment Services and College Pathways, and the Director of Career and Placement Center will spearhead the analysis and creation of institutional strategies to address gaps and opportunities for improvement.

Outcomes

- 1.a. All SPPS students are apprised of early college opportunities and PSEO courses and in the Power of YOU program.
- 1.b. Articulation agreements are reviewed and updated and accessible to students and families in the comprehensive database.
- 1.c. Maintain or expand college credit attainment through a variety of concurrent enrollment opportunities.
- 1.d. SPPS students have opportunity to seamlessly transition into Saint Paul College.
- 1.e. Provide opportunities for SPPS students to learn about the Healthcare and Manufacturing pathways.
- 1.f. Increased enrollment, retention, and completion in CTE programs.
- 1.g. Saint Paul College job placement rate has increased.
- 1.h. Saint Paul College enrollment, persistence, and completion rate has increased.

Measures

- 1.a. Enrollment records in concurrent or PSEO courses and in the POY program.
- 1.b. Completion, Retention, and Transfer records.
- 1.c. College credit records.
- 1.d. and 1.e. Student enrollment data and event rosters.
- 1. f. Student persistence and job placement rate.
- 1.g. Job placement rate.
- 1.h. Perkins indicator 2P1, 3P1, and 4P1.

Reallocation Explanation

Secondary Program Assistant was hired at a salary and benefits higher than anticipated due to extensive experience. Need additional funding to support the new hire contract.

As a part of the K-16 pathway in development with Saint Paul Public Schools, Saint Paul College administers the Accuplacer onsite at Saint Paul Public School High schools as well as Roseville High School, to determine placement and eligibility for concurrent enrollment, PSEO, Career Pathways Academy and Power of YOU. Providing this service on-site at the high schools removes the barrier of requiring potential students to travel to Saint Paul College to take the Accuplacer assessment in the testing center. These funds will be used to cover the expense of Accuplacer units that are administered on the high school campuses.

These funds will be used for a suite of online job hunt videos, a tool that provides hands-on career advising to students to help them prepare to move into the workforce.

Post-Secondary Required Activities	\$187,873.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$5,000.00

Post-Secondary Total	\$195,969.57
Secondary Required Activities	\$81,647.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$85,090.00
Total	\$281,059.57

Goal 4 Objectives 2

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

- 2. Improve enrollment, retention and completion for students including adult learners and nontraditional participants.
 - 2.a. Improve student transitions into the College by tasking an admission specialist with the task of reinvigorating and modifying new student orientation to better meet the needs of students, including CTE students and nontraditional participants.
 - 2.b. Improve the enrollment, retention and completion of adult learners and nontraditional participants.

Outcomes

- 2.a. Maintain the enrollment of CTE students in healthcare, business, and trade and technical programs.
- 2.b. Improve new student orientation and increase the number of nontraditional participants in CTE programs.

Measures

- 2.a. Registration Records. 2.b. Enrollment Records.

Reallocation Explanation

Post-Secondary Required Activities	\$73,167.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$73,167.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$73,167.00

Goal 4 Objectives 3

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

- 3. Increase flexibility in scheduling and methods of curriculum delivery to provide greater access for secondary and postsecondary students and other adult learners.
 - 3.a. Design alternative formats to teaching CTE courses for secondary students in partnership with community based organizations.
 - 3.b. Expand the use of technology to administer Technical Skill Assessments to adult learners.
 - 3.c. Certify with VA tuition benefits for the enrollment of disabled and displaced Veterans, in collaboration with Disability Services.

Outcomes

- 3.a. Students have access to flexible or alternative scheduled CTE courses.
- 3.b. Technical Skill Assessments are administered to students in each approved POS.
- 3.c. Students receive enrollment certification for education benefits.

Measures

- 3.a. Course listings and scheduling.
- 3.b. Secondary and postsecondary POS meet negotiated targets.
- 3.c. Numbers of Veterans who are certified for tuition benefits.

Reallocation Explanation

Post-Secondary Required Activities	\$13,900.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$13,900.00
Secondary Required Activities	\$4,670.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$4,670.00
Total	\$18,570.00

Goal 4 Objectives 4

Use of Funds

R4 Develop/Improve/Expand the use of Technology, R10 Collaboration, R11 Articulation, P2 Counseling, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition

Strategies

- 4. Sustain a continuum of service provisions (CSP) for secondary and post-secondary learners to access programs of study and early college credit outside the consortium.
- 4.a. Pursue opportunities for students to earn early college credit outside of the Consortium.

Outcomes

- 4.a. Students have access to opportunities for early college outside of the consortium. Sustain the articulation agreement in Information Technology between Saint Paul College and Mounds View Schools.

Measures

- 4.a. Articulation listings.

Reallocation Explanation

Post-Secondary Required Activities	\$30,114.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$30,114.00
Secondary Required Activities	\$2,934.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$2,934.00
Total	\$33,048.00

Goal 4 Objectives 5

Use of Funds

P2 Counseling, P6 Mentoring/Support Services, P10 Student Transition, Reallocation

Strategies

NA

Outcomes

NA

Measures

NA

Reallocation Explanation

These funds will be used for a suite of online job hunt videos, a tool that provides hands-on career advising to students to help them prepare to move into the workforce.

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

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

The Saint Paul Consortium uses a collaborative leadership structure to promote shared decision-making between the Saint Paul Public Schools and Saint Paul College. Joint budget development, goal setting, mission enhancement, and curriculum alignment are actively advanced through Program Advisory Committee meetings, comprised of top level administrators, college and high school faculty and student support staff, with input from deans, building principals, students, parents, and other stakeholders.

Consortium activities support the Career and Technical Education (CTE) mission and vision of the region by sustaining a Career Pathways Academy (CPA) which offers dual credit programs to high school students leading to high skill, high wage, or high demand occupations. The Academy offers a fast track option for secondary students to access postsecondary training through CTE fields. Student data are analyzed regularly for continuous quality improvement within a transparent accountability framework. Student satisfaction ratings are tallied and examined on a semester basis.

QUESTION: What activities were conducted that help sustain the consortium?

Promotion of the Saint Paul Consortium CTE Vision takes place at all levels leadership. Compression Planning sessions, creates a space to share the vision, and examine all Programs of Study and partnerships between two educational organizations.

Secondary and Postsecondary Perkins leaders are committed to uphold the CTE Vision, and work at all costs to maintain partnerships between the organizations. Secondary and Postsecondary Consortium Leaders meet frequently and connect via email weekly to manage the multitude of Consortium activities.

The CTE vision is shared with stakeholders through the biannual Saint Paul Public Schools Advisory Committee meetings in which over 75 members belong, representing SPC leadership, Work Force Center staff, college instructors and business and industry representatives. Secondary Program Improvement offers an opportunity for Advisory Committees to examine the CTE Rubric to allow all committees and CTE teachers to understand the vision of and work toward the development of high quality programming.

Saint Paul Consortium Instructors and teachers are invited to attend the CTE Works! Conference. Here, teachers experience a broadly collective and invested CTE group and learn best practices in CTE.

Secondary CTE Leaders meet with Administration, School Board Members, and new CTE teachers to review the Consortium model and vision of CTE in Saint Paul.

Postsecondary consortium leadership meets with CTE administration and faculty, as well as Student Support Services on an annual basis to review the guiding principles for CTE in Minnesota. As a comprehensive community and technical college, the guiding principles for CTE in Minnesota align with the vision and mission of Saint Paul College. The College's secondary partnerships in CTE is a part of the College's strategic plan, so much so that a position was recently created to focus on these partnerships.

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

The Saint Paul Consortium uses collective leadership structure to promote shared decision-making between Saint Paul College and Saint Paul Public Schools regarding all aspects of the Perkins Plan, including Programs of Study, strategies and measures, keeping in the forefront of planning the Saint Paul Consortium Perkins performance indicators.

Advisory Committees monitor program activities, assist in program improvement, provide input on industry based equipment, review curriculum to ensure students are learning current industry based knowledge and skills and provide work based learning opportunities.

QUESTION (New for FY16): Discuss how your consortium conducted needs assessment for the implementation of the unified plan (i.e., your FY15 application)?

In FY17, self-assessment took place via a Compression Planning session in Spring 2017, where all consortium initiatives, Programs of Study, and performance measures are discussed. Information gathered from this meeting lead to the development of the FY18 Perkins Plan. This planning session, included input from the Saint Paul School District Assistant Superintendent, Principal, CTE Administrator, CTE High School Teachers and College Administration.

QUESTION: To what degree does the consortium seek additional grants or braid various funding streams together to support the consortium activities?

There are extensive collaborations, initiatives and programming between Saint Paul Public Schools and Saint Paul College. Many of the partnerships are formally established by Memorandums of Understanding. Some critical partnerships include:

- Early College opportunities including AP, IB, CLEP, PSEO, PSEO by Contract, Concurrent Enrollment and Articulated Credit. Also collaborations with Workforce Training and Continuing Education offers students in several high school programs to earn industry recognized certificates.
- Continuing the Power of You (POY) Program. Power of YOU makes college available tuition-free. The program covers the cost of tuition and fees for two years at Saint Paul College through state and federal grants and private scholarships.
- Non Traditional Career Fair provides over 180 students exposure to nontraditional careers on Saint Paul College Campus where students participated in hands on activities with students in the nontraditional College programs.
- Partnership with the Great Lakes College Ready grant, providing 125 traditionally underrepresented eleventh and twelfth grade students with additional support and instruction in math to help students achieve college readiness benchmarks on the ACCUPLACER assessment by the time they graduate.
- The Career Pathways Academy (CPA) is an opportunity for students from each Saint Paul high school to enroll in concurrent enrolment at Saint Paul College. Saint Paul College hosts Saint Paul Schools for 10-12th grade students in 13 courses on their campus.
- Shared positions including PSEO/POY, Youth Career Connect (YCC) Navigator Positions, and PSEO by Contract Position.
- YCC Academy's Steering Committee Membership. College leadership participates in this high level advisory committee leading the YCC Academy Programs at Como and Humboldt.
- Saint Paul College is highly involved in creating early college opportunities, supporting opportunities in Welding, Construction, and Medical pathway development within the Greater Twin Cities United Way Grant.
- The Legacy Foundation program offers students and parents supports and training afterschool, summer and on weekends. Saint Paul Public Schools and Saint Paul College attend leadership meetings and assist the program in offering certifications and links to college support for students after high school graduation.
- Saint Paul College hosts a Saint Paul Schools Culinary Competition where teams of high school culinary students prepare a meal, under the guidance of the SPC instructor and students, in their culinary lab. Members of administration and chefs in the Saint Paul area judge the event.
- Gateway to College Program located at Saint Paul College serving students who have left secondary school, providing meaningful, supportive environments where students can succeed in their education.
- Workforce Training and Continuing Education provides instructors for 2 Certified Nursing Assistant/Home Health Care at both LEAP and Humboldt Secondary School.
- YCC Academy Programs and Saint Paul College collaborate to offer Travelers EDGE (Empowering Dreams for Graduation and Employment) this program provides a holistic approach to education through partnerships with colleges, universities and community-based programs to increase the pipeline of underrepresented students who complete bachelor's degrees and are prepared for a career at Travelers or within the Insurance and Financial Services industry
- U.S. Department of Education, Juvenile Justice Re-entry grant, is working to improve outcomes for youth who have been in the juvenile justice system. Some of the pathway opportunities for these youth will include Saint Paul College instruction and/or enrollment into the Gateway to College High School located at Saint Paul College.

Goal 5 Objectives

Goal 5 Objectives 1

Use of Funds

R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation, R5 Professional Development , R6 Assessment , R10 Collaboration, R5 Professional Development , R6 Assessment , R10 Collaboration

Strategies

- 2. Sustain the consortium through collaborative decision-making and shared responsibility for success.
- 2.a. Use data to evaluate student success and continuous program improvement. Involve Program Advisory Committees in CTE programming.
- 2.b. Work with the Program Advisory Committee to design collaborative budgets, assessing systems, and operations. Evaluate the success of current activities at least twice a year.

Outcomes

- 2.a. Analyze end-of-course survey and other student data to inform continuous program improvement efforts.
- 2.b. Maintain Program Advisory communication and publish results of Technical Program Advisory Committees; review and assess systems and operations.

Measures

- 2.a. Survey results.
- 2.b. Minutes & agendas.

Description

Budget listed as Secondary Basic CTE Program Manager and travel (\$142,080.00) Postsecondary Basic .5 Coordinator (\$59,540.00).

Reallocation Explanation

Continue to Sustain the Consortium: Secondary Reallocation necessary to cover cost of new salary contract increase. (Note premission gained from MDE to move KK salary to 110 from 143)

These funds will be used to purchase various tools to inform the program review process of the College's CTE programs. This includes labor market analysys software, a survey tool, as well as developing a dashboard to display college and system defined metrics to assess the health and success of CTE programs.

Post-Secondary Required Activities	\$65,459.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$15,000.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$80,459.00
Secondary Required Activities	\$145,203.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$984.00

Secondary Admin Cost	\$26,448.35
Secondary Reallocation Basic	\$13,362.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$185,997.35
Total	\$266,456.35

Goal 5 Objectives 2

Use of Funds

R2 Programs of Study, R10 Collaboration, R11 Articulation, R5 Professional Development , R6 Assessment , R10 Collaboration, R5 Professional Development , R6 Assessment , R10 Collaboration

Strategies

- 1. Promote the consortium's CTE vision to internal and external stakeholders.
- 1.a. Explore, plan for, and provide informational materials and training on the Saint Paul Consortium and Career Pathways Academy (CPA) to internal and external stakeholders.
- 1.b. Market new CPA courses with increased emphasis on nontraditional programs to students, parents, and counselors.

Outcomes

- 1.a. Through the use of updated brochures and articulation website parents, counselors and students are informed of the articulated and dual credit opportunities available for students.
- 1.b. 10th, 11th and 12th grade students are given CPA information through career fairs, assemblies, and presentations that focus on increasing the numbers of students who are nontraditional by gender.

Measures

- 1.a. Purchase order forms and documented minutes from meetings.
- 1.b. Presentation schedule.

Description

Budget listed as Secondary Basic supplies(\$500.00)

Reallocation Explanation

Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$3,064.07
Post-Secondary Admin Cost	\$32,256.86
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$35,320.93
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$500.00
Total	\$35,820.93

Budget Goal 1

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 1 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 3 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 4 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal 5 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal Totals

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation	Secondary Total	Row Total
Goal Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Verification

I have looked over these budget numbers.

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Network Systems

StPaul_HumboldtHS_NetworkSystems_MnRPOS_ISEEJ.pdf

Progress Update for Programs of Study and TSA

QUESTION: Describe your progress. Explain what worked and did not work according to what you indicated in your plan.

Please be sure to include progress on technical skill assessments in your explanation.

The consortium analyzes data from the Perkins indicators and uses this information as a basis for planning and modifying programming.

Our Students face many unique challenges and barriers. After reviewing the special populations TSA passing rates on the Certified Nursing Assistant Assessment, we concluded that students need even further supports and coursework to better prepare students who are learning English as they take CTE courses. Planning during FY17, lead to LEAP offering the Health Care Core Curriculum course in the summer and in fall of 2017 LEAP began teaching the CNA course over 2 hour blocks. Another challenge many student face is the requirement that all students taking the CNA assessment need two forms of State Issued Id. This is difficult for our students to obtain especially within the timeframe of a semester.

Additionally, it is believed that with the development of career pathways districtwide, of which include industry based certifications in the 11th and 12th grades, Saint Paul Public Schools will begin to see an increase in our TSA scores. Development of these pathways does not show increase on TSA performance immediately, rather increases may not be realized until our freshman have taken at least 3 years in a pathway. This is evident in our Academy of Finance program at Como High school. The passing rates on Precision Exams Accounting continues to raise, as the student groups who concentrate in that pathway, are better prepared for the assessment.

Issues with the Certiport computer testing network in the spring 17, resulted in many of our students to be locked out mid testing, scoring them at the level in which they were locked out. Certiport was unable to resolve the problem and the test scores were lost.

Programs of Study

Career Fields	Career Clusters	Career Pathways	In which CTE Program?	At which High School? College?	State-Approved Postsecondary Assessments	In which course (use course code) or at what time in the program?	State-Approved Secondary Assessments	State-Approved Postsecondary Assessments
Arts, Communication, & Information Systems	Information Technology	Network Systems	Information Technology	All Schools at CPA		Completion of CPA Computer Repair T535211		

Health Science Technology	Health Science	Therapeutics Services	CPA Medical Careers	Harding at CPA	C531511 - Completion of Prac Nurs Prog
Human Services	Human Services	Early Childhood Development and Services	FACS	Harding	F405201 - Completion of Practicum II
Business, Management, & Administration	Finance	Accounting	Business	Como	B432122 - Completion of Managerial Accounting
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/Beverage Services	FACS	Harding	Completion of Culinary 2 F402321
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	Construction Careers	CPA	At completion of T534531, carpentry program
Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	Manufacturing Careers and Communications	Johnson	At Completion of Computer Integrated Mfg T531711
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Business	Como, Central, Highland, Harding, Washington	After 1 year CPA Business Pathway
Arts, Communication, & Information Systems	Information Technology	Web and Digital Communications	Communications	Harding at CPA	Completion of CPA Web Design T537231

Health
Science Health Diagnostic Medical Harding at
Technology Science Services Careers CPA

Comp of
C531511,
Comp Med
Lab Tech
Prog

Business,
Manageme
nt, & Finance Business Business Como
Administrati
on Finance

TBA end of
year,
Completion
of AOF
Business

Improvement Report

Improvement Report 1

Indicator Not Met:	3P1 Student retention or transfer
Negotiated Performance:	33.07%
Actual Performance:	31.14%

General strategies planned to improve performance:

Student success, retention, and transfer are a primary focus for the newly hired Dean of Student Engagement, Persistence & Success. This position is in charge of analyzing student success data and determining how to increase retention and completion rates at the College. In collaboration with the Director of Access and Disability Resources, the Tutoring Center, Transfer Center, Director of Enrollment Services & College Pathways, and the Director of Career and Placement, the Dean will bring together several key functional areas to more intentionally work together with the goal of better understanding what issues exist regarding retention and success, which populations of students are experiencing low retention rates, and identifying potential initiatives that will help address these issues and increase success and retention rates at the College.

Comments or context for actual performance (optional):

The College has a very diverse student body and the reasons that students choose to drop-out or stop-out are often unclear. Creating the position Dean of Student Engagement, Persistence & Success is the College's concerted effort to be very intentional and efficient in addressing these issues.

Improvement Report 2

Indicator Not Met:	3S1 School completion
Negotiated Performance:	98.96
Actual Performance:	96.97

General strategies planned to improve performance:

- Early College work focusing on the the students in the middle, will provide increased student engagement through rigor and relevance of instruction in challenging courses with academic support and intrusive advisement.
- A Foundations course in middle schools will provide students with the tools needed and academic supports to aid the transition to successful high school experiences.
- A Focus on Freshmen course will allow for the opportunity to closely monitor students performance and provide intervention for students who are not realizing successful transitions.
- The Legacy program will provide on-going support and interventions to ensure successful completion of high school.
- Avid will expand to an after school option at Washington, OWL, Johnson, Harding, Humboldt, Como high schools.
- Racial inequity is a strong contributor to educational disparity and must be directly addressed for all students to succeed academically. All CTE staff will participate in racial equity training and examine barriers causing different outcomes for our students and families of color.
- Use District Staff Development Days to analyze the Perkins Data and use the 5 Step Method to implement change in instruction.
- CTE teachers will participate in personalized learning professional development in effort to retain students by increasing the availability of technology, student engagement, creativity and ability to progress at individual rates through curriculum.
- Teachers will meet regularly with like content teachers in building and district Professional Learning Communities to analyze student data and implement curriculum and instructional change.
- MDE and SPPS review the data retrieval system to determine accurate data is being collected.

Comments or context for actual performance (optional):

*Need MDE assistance to determine if our special needs students who are concentrators, who by IEP decision are remaining in school past their senior year, are attributing to a decline in our CTE Completion Rate.

Improvement Report 3

Indicator Not Met:	4P1 Student placement
Negotiated Performance:	83.97
Actual Performance:	82.35

General strategies planned to improve performance:

The Director of Career and Placement Center is continuing efforts in this area to enhance services surrounding resume writing, interviewing practice, and provide increased internship opportunities for students. In addition, this position will expand in the upcoming year to more intentionally target CTE program career development and placement. This expansion includes providing additional resources for students and faculty by way of an online career exploration video tool. In addition, demonstration days will be added to provide students the opportunity to connect with employers, demonstrate evidence of their learning, and to further engage the campus community in CTE programming.

Comments or context for actual performance (optional):

A collaborative effort regarding Graduate Follow-Up importance and response rate has been ongoing over the last year. Both the Director of Career and Placement and the Dean of Institutional Research continue to communicate with faculty members the importance of the Graduate Follow-Up results and response rates. The Graduate Follow-Up results, including the response rate, are included in the College's annual program evaluation process.

Improvement Report 4

Indicator Not Met:	5P1 Nontraditional participation
Negotiated Performance:	21.80%
Actual Performance:	20.02

General strategies planned to improve performance:

Several steps will be taken during the FY17 year to improve performance in the Nontraditional Participation indicator. To begin, the Office of Institutional Research will conduct a root cause analysis with key stakeholders and a focus group with current nontraditional participants. This process will help inform the College and Consortium's approach to improving this indicator. The FY17 Perkins Plan intentionally focuses on incorporating activities and personnel to improve performance in this area. These efforts include:

- Coordinating a Women in the Trades initiative
- Collaborate with SPPS to intentionally recruit students reporting interest in nontraditional careers for their gender via the Naviance to summer camp events, such as Scrubs Camp and Manufacturing Camp
- Host career exposure events with SPPS to provide hands on experience and program information to nontraditional student populations.

The combined approach of analyzing data while ramping up efforts to focus on nontraditional participation opportunities will be a two-pronged approach in the upcoming year.

Comments or context for actual performance (optional):



Status Report on Improvement Report and Plan

QUESTION: Describe the activities and strategies that were actually implemented to bring your consortium actual performance on Federal indicators closer to the negotiated target.

Efforts to increase Secondary 3S1 School Completion included:

- Early College planning and collaboration with Saint Paul College, focusing on the students in the middle, will increase student engagement through rigor and relevance of instruction in challenging courses with academic support and intrusive advisement.
- A Focus on Freshmen course allowed for the opportunity to closely monitor students' performance and provide intervention for students who are not realizing successful transitions.
- The Legacy program provided on-going support and interventions to ensure successful completion of high school.
- Avid expanded to an after school option at Washington, OWL, Johnson, Harding, Humboldt, Como high schools, supporting students in the middle with early college attainment.
- Racial inequity is a strong contributor to educational disparity and must be directly addressed for all students to succeed academically. All CTE staff participate in racial equity training and examine barriers causing different outcomes for our students and families of color.
- District Staff Development Days were used to analyze the Perkins Data and provide teachers with Perkins Indicators as well as MCA Reading and Math Standards.
- CTE teachers participated in personalized learning professional development in effort to retain students by increasing the availability of technology, student engagement, creativity and ability to progress at individual rates through curriculum.
- Teachers met regularly with like content teachers in building and district Professional Learning Communities to analyze student data and implement curriculum and instructional change.
- MDE and SPPS reviewed the data retrieval system to determine accurate data is being collected

Efforts to increase postsecondary 3P1-Student Retention and Transfer and 4P1 Student Placement were addressed through a College restructuring of how it approaches key student services and resources. The Dean of Student Engagement, Persistence and Success brought together key support services that impact student retention, completion and job placement. These areas include academic success, tutoring, transfer services, access and disability resources, student life and other grants focused on at-risk student success. An Associate Dean of Student Success position was created to lead this new Advising and Counseling model under the Dean of Student Engagement Persistence and Success. The new Advising and Counseling model was the outcome of a college workgroup that proposed moving towards a Pathways Advising model. This Pathways Advising model was implemented over the past year, with advisors designated for Health Sciences, Associate of Arts, ESOL, Business, Transportation and Trades, and STEM. The Director of Career and Placement role was expanded to offer demonstration day events in specified CTE programs, which provided students opportunities to demonstrate what they have learned through their program while providing an opportunity for employers and students to connect.

The 5P1 Nontraditional Participation indicator continues to remain a challenging metric for Saint Paul College, declining from FY15 to FY16 and remaining well below the target indicator goal. Through collaboration with Saint Paul Public Schools the consortium continues to offer summer bridge programs, such as SCRUBS camps, for student interested in healthcare. Also, the Humboldt Academy of IT works hard to have equal gender representation in participation, to lead to increased female participation at the College level in two years. In addition, the Women in the Trades initiative continued to create experiences to and support them through training for high demand, high wage, and high skill careers in the trades.

QUESTION: Describe the process and stakeholders involved in determining your improvement plans and reports. Describe the role data played in developing your plans and reports.

In February 2017 the postsecondary consortium leader presented an overview of Perkins Performance indicators to the College Academic Deans, Dean of IR, and the Vice Presidents of Academic and Student Affairs. This overview included an explanation of the Saint Paul College Perkins Consortium Postsecondary Performance Indicators as well as a four-year summary of the goals, results and status for each indicator. Also in February, consortia leadership hosted a Compression Planning meeting with leadership from secondary and postsecondary. At this planning session participants discussed how to improve nontraditional participation and completion, ideas that were included in the FY17 plan.

QUESTION: What changes do you anticipate in your consortium performance data based on this year's efforts?

Secondary Nontraditional Completion may continue to decrease resulting from the decision to not replace an Agriculture Foods and Natural Resources teacher at Highland HS. This program attracted many females and having two instructors, allowed for more opportunities and enrollments for Nontraditional students to concentrate. In November CTE leaders met with principals, administrators and school board members, explaining CTE, Perkins goals, Perkins indicators, and the effects on performance due to building level decisions.

At the conclusion of FY17, Highland Senior High hired a Manufacturing/Communication Careers teacher to teach courses that the previous Agriculture Foods and Natural Resources teacher taught. We are hopeful after a few years of decline, that this additional staff person, along with our building of pathways in nontraditional areas, we will see a rebounding in our nontraditional performance indicators.

Postsecondary anticipates improved outcomes in student retention and transfer as well as student placement. Nontraditional participation outcomes continue to be less predictable, even with increased activities that provide additional exposure to students for nontraditional occupations.

Improvement Plan Action Steps

Other Information

Question: Describe stakeholders involved, process and sources of data used to determine strategies/action steps listed in your Improvement Plan Action Steps.

The 5P1 Nontraditional Participation indicator continues to remain a challenging metric for Saint Paul College, declining from FY15 to FY16 and remaining well below the target indicator goal. Through collaboration with Saint Paul Public Schools the consortium continues to offer summer bridge programs, such as SCRUBS camps, for student interested in healthcare. Also, the Humboldt Academy of IT works hard to have equal gender representation in participation, to lead to increased female participation at the College level in two years. In addition, the Women in the Trades initiative continued to create experiences to and support them through training for high demand, high wage, and high skill careers in the trades.

Related Improvement Plan documents

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

[Upload any additional supporting documents here.](#)

Attachments

File Name	Description	File Size
FY17 Perkins Equipment Inventory.xlsx	FY17 Secondary Equipment Inventory	11 KB
Perkins Grant Compression Planning Notes.docx	Compression Planning January 2017	23 KB

Other Summary Comments

QUESTION: Summary Comments

If you were unable to accomplish activities in your plan, indicate why and what you might do differently. Tell us what we can do to support your efforts.

The one activity written into our plan that we did not accomplish was Saint Paul College's plan to do a root cause analysis of the 5P2 Nontraditional Participation, digging deeper to identify what academic areas are significant contributors to deficient nontrad participation numbers. Due to significant staffing changes and vacancies, this was not accomplished this past year. In the upcoming year Saint Paul College will work with Institutional Research, or an external third party agency if resources permit, to complete this evaluation. There is extensive data available in EPM 11, and the College will use system resources as needed in this endeavor.

Network Systems at Humboldt Secondary School

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Enter the Program of Study information specific to this school and pathway.

High School Courses	Enhanced Learning	Post-Secondary Connections	Status & Validation	View All (read only)
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Status and Validation

RPOS: RPOS

Approval Status: In Progress Inactive/Archive
 Submitted to Consortium Approved by Consortium
 Submitted to State Approved by State

Date of this status:

Publishing Status: Internal

Rating for the Rigorous Programs of Study Components (RPOS)	Level 1	Level 2	Level 3
Legislation and Policies: Federal, state, and local legislation or administrative policies promote POS development and implementation.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Partnerships: Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Professional Development: Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Accountability and Evaluation Systems: Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
College and Career Readiness Standards: Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Course Sequences: Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Credit Transfer Agreements: Credit transfer agreements provide opportunities for secondary students to be awarded transcripted postsecondary credit, supported with formal agreements among secondary and postsecondary education systems.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Guidance Counseling and Academics: Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Teaching and Learning Strategies: Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Technical Skills Assessments: National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

HS Courses

Subject	9th Grade	10th Grade	11th Grade	12th Grade
Language Arts				

	<p>Choose</p> <p>English 9, Accelerated (OTHER)</p> <p>English 9</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>English 10, Accelerated (OTHER)</p> <p>English 10</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>English Language & Composition (AP)</p> <p>English 11</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>College in the Schools: Writing & Critical Reading (OTHER)</p> <p>English 12</p> <p>College in the Schools: CIS Intro to Lit/Poet/Drma/Nar (OTHER)</p> <p>4 credits required for graduation</p>
Math	<p>Choose</p> <p>Geometry, Accelerated (OTHER)</p> <p>Geometry (Reg 10)</p> <p>Algebra 1, Accelerated (OTHER)</p> <p>Intermediate Algebra (Reg 9)</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>Algebra 2, Accelerated (OTHER)</p> <p>Algebra 2 (Reg 11)</p> <p>Geometry, Accelerated (OTHER)</p> <p>Geometry (Reg 10)</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>Calculus 1</p> <p>Pre-Calculus</p> <p>Algebra 2, Accelerated (OTHER)</p> <p>Algebra 2 (Reg 11)</p> <p>Geometry, Accelerated (OTHER)</p> <p>Geometry (Reg 10)</p> <p>College in the Schools: College Alegbra through Modeling (OTHER)</p> <p>Calculus AB or BC (offered alternating years) (AP)</p> <p>Trigonometry</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>*Calculus 1</p> <p>*Pre-Calculus</p> <p>Algebra 2, Accelerated (OTHER)</p> <p>Algebra 2 (Reg 11)</p> <p>Geometry, Accelerated (OTHER)</p> <p>Geometry (Reg 10)</p> <p>*Trigonometry</p> <p>*Calculus AB or BC (offered alternating years) (AP)</p> <p>*College in the Schools: College Alegbra through Modeling (OTHER)</p> <p>*Recommended but not required</p>
Science	<p>Physical Science</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>Biology, Accelerated (OTHER)</p> <p>Biology</p> <p>4 credits required for graduation</p>	<p>Choose</p> <p>Biology (AP)</p> <p>Biology, Accelerated (OTHER)</p> <p>Biology</p> <p>Physics</p> <p>Chemistry, Accelerated</p> <p>Chemistry (AP)</p> <p>College in the Schools: Physics by Inquiry (OTHER)</p> <p>Forensics Chemistry</p> <p>Environmental Science</p>	<p>Choose</p> <p>Biology (AP)</p> <p>Biology, Accelerated (OTHER)</p> <p>Biology</p> <p>Physics</p> <p>Chemistry, Accelerated</p> <p>Chemistry (AP)</p> <p>*Environmental Science (AP)</p> <p>*College in the Schools: Physics by Inquiry (OTHER)</p>

			(AP) 4 credits required for graduation	*Forensics Chemistry Students must have one full year of either Chemistry or Physics to graduate from a MN high school. * Recommended but not required.
Social Studies	Choose World History World History 9, Accelerated 4 credits required for graduation	Choose Human Geography Human Geography (AP) Human Geography, Accelerated 4 credits required for graduation	Choose United States History United States History (AP) *College in the Schools/AP Psychology (OTHER) 4 credits required for graduation. *Recommended by not required.	Choose United States Government Economics *College in the Schools/AP Psychology (OTHER) 4 credits required for graduation. *Recommended by not required.
Other Requirements	4 Phy. Ed. credits required for graduation taken anytime 9-12 Arts Physical Education 4 Art credits required for graduation taken anytime 9-12	2 Health credits required for graduation taken anytime 9-12 Arts Health 4 Art credits required for graduation taken anytime 9-12	Arts 4 Art credits required for graduation taken anytime 9-12	* Required for Graduation *Senior Project Arts 4 Art credits required for graduation taken anytime 9-12
Career and Technical Electives for College Credit	*AOIT Principles of Information Technology (ACC) *AOIT Career Seminar (ACC) *Academy of Information Technology	AOIT NAF* Web Page Design (ACC) *National Academy Foundation	AOIT NAF Computer Networking (ACC) *CPA Computer Repair and Maintenance (CE) *CPA Digital Imaging/Web Page Design (CE) *Career Pathway Academy classes may be taken in either 11th or 12th grade	AOIT NAF Intro to Programming (ACC) *CPA Computer Repair and Maintenance (CE) *CPA Digital Imaging/Web Page Design (CE) *Career Pathway Academy classes may be taken in either 11th or 12th grade
Career and Technical Electives	Technical Video Production 1-4 Can be tken any time grades 9-12			
Other Suggested Electives	World Language A minimum of 2 years of a world language is recommended.	World Language	World Language	World Language

Legend:

ACC: Articulated College Credit is an agreement between one or more high schools and one or more colleges and universities to accept a high school course as a course equivalence or partial course equivalence to a college course.

AP: Advanced Placement: A standardized curriculum offering college-level courses in subject areas such as English, history, humanities, languages, math, psychology and science. AP courses are taught by a high school teacher on a high school site, trained by College Board.
CE: Concurrent Enrollment allows an eligible high school student to take college or university courses that are taught by a credentialed high school faculty member on the high school campus.
OTHER: Please meet with your counselor or advisor before registering for these courses.

High School Enhanced Learning

Work-Based Learning	Job Shadowing, Industry Tours, Right Track, Genesys Works
Service Learning	Service Learning Opportunities embedded within elective courses as student service
College Preparation	ACT/SAT Test Prep Courses, Accuplacer AVID (Advancement Via Individual Determination)
Student Organizations	FFA
Other	NAF Certificate through St. Paul College for AOIT course sequence

Post-Secondary Connections

2-Year College Program 4-Year University Program

College & University Enhanced Learning

Work-Based Learning	Industry Tours, Job Shadowing, Internship, Supervised Occupational Experience Program Student Ambassador, SkillsUSA
Service Learning	Public Achievement, Friendship Club
Career Preparation & National Accreditation	Peer Tutoring Accuplacer
Student Organizations	Robotics Team, Super Mileage Team

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