



Status Report

02082-FY18 St. Paul Consortium

Perkins IV Consortium

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

Goal 1 Narrative:

In January 2017, Saint Paul College and Saint Paul Public School District leadership participated in Compression Planning to review current partnerships and develop future Saint Paul Consortium activities and programming. Discussions and decisions from this planning session were used to drive the development of, and provide a voice, to aid in prioritizing areas of focus in the FY18 Perkins Plan. Led by the Saint Paul College Dean of Research, Planning and Effectiveness, Compression Planning is a streamlined, rapid, group planning process that drives focus, scope, clarity, and consensus while drilling down to an actionable detail level, from day-to-day planning to high-level, high-stakes projects. Each of the existing approved Programs of Study (POS) and Rigorous Program of Study (RPOS) were discussed, considering each partner's assessment of the pathway, current employment data, demand and wages as well as Perkins indicator performance, ensuring all participating members of the consortium benefit from programming and expenditures.

In addition to the Compression Planning session, the consortium obtains feedback from Industry-based Advisory Committees, students, teachers, community partners, Work Force Centers, as well as administration from both Secondary and Post Secondary, when collecting input to the expansion or elimination of programs.

In FY18, the Saint Paul Consortium plans to focus on POS in Welding, Transportation and the following State Approved POS:

- Business Management and Administration/Administration Support Services
- Architecture and Construction/Construction
- Manufacturing/Production (NIMS)
- Information Technology/Web and Digital Communications
- Hospitality and Tourism/ Restaurants and Food Beverage Services
- Health Science Technology/Therapeutic Services
- Business Finance/Accounting
- Health Science Technology/Diagnostic Services Saint Paul Consortium Plans to continue RPOS:
- Information Technology/Network Systems
- Construction, Transportation and Welding (In development, explore adding in FY18)

The Consortium created a Career Pathways Academy (CPA) which includes pathways the Consortium has identified as leading to high-skill, high-wage, or high-demand jobs.

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, Computer Fundamentals and Business Information Application

In FY2016, the CPA Health Science Pathway added an additional CPA CNA section offered after school, to create more educational options for all students throughout the Saint Paul Consortium and for male students who elect to pursue a concentration in the Health Science Pathway. This 2:30pm-5:00pm session will be continued in FY18.

In addition to the CPA, CTE Articulations between SPPS and Saint Paul College allow students to complete programs within each pathway at a faster rate, transfer to Saint Paul College to complete a degree, diploma, or certificate and be placed in a high wage job or transfer to an articulated program at a four-year university. During FY18, funds will be used to explore processes, methods and tracking systems for Early

College courses to be identified via high school transcript or student graduation plan, which may include course coding and staffing designed to assist students from SPPS in entering SPC.

Striving to build Rigorous Programs of Study (RPOS) or career pathways in all of the high schools, 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.

Pathways and Programs in FY18 will consist of:

- Braiding funds, a grant from Greater Twin Cities United Way (GTCUW) will provide support for the continuation and expansion of the Health Science Pathway at Humboldt Secondary School. Planning in FY17 led to an additional course offering. Physiology and Anatomy will supplement the First Responder courses being offered by brokering through Inver Hills College,

and the CNA course offered through Saint Paul College Workforce Training and Continuing Education Program. Medical Terminology will be added this fall and finally, an introductory course of Medical Careers will begin in 2019. Perkins funds will provide opportunities to collaborate with Inver Hills to offer Emergency Medical Technician (EMT) for concurrent credit to replace EMR, which provides articulated credit. In addition to Humboldt Pathway and the SPC CPA CNA offering, the Saint Paul Consortium is offering the Health Core Curriculum (HCCC) course at LEAP and Harding high schools, providing more options for students to experience high wage, high demand occupations in our metro area and articulated CTE courses in the high schools. In 2017, Bremer Bank provided funding to support the start up funds for the new HCCC course development. Discussed in compression planning, the Saint Paul Consortium will explore offering a combined HOSA leadership development component to the CNA course. Saint Paul College will be working on modifying curriculum for some health programs to include the Health Core Curriculum, creating secondary to postsecondary pathways for SPPS to matriculate to Saint Paul College with articulated credit. Planning is in process to apply for GTCUW grant funds that may allow for the development of an Animal Science/Vet Tech Pathway at Highland High School. If funding is secured, this program will likely be brokered with Dakota County Technical College.

- The National Academy Foundation, Academy of Finance (AOF) first cohort of students will be graduating in 2017. The PSEO by contract capstone course was offered for transcript credit in 2017, taught by a Saint Paul College instructor at Como High School, with the high school instructor supporting the students in the classroom. This Academy has grown to 350 students. A College Navigator, funded by the Youth Careers Connect grant associated with the Academy of Finance, is responsible for providing high touch support to AOF students in their transition on to postsecondary education, especially those who are transitioning to Saint Paul College. This position assists the Como AOF students with college applications, financial aid, and will assist with the transfer of articulated credits earned through the AOF.
- Also a National Academy Foundation program, the Academy of Information Technology program serves 90 students at Humboldt Secondary School. Both Academy programs provide students with rigorous sequence of courses, early college credit and Work Based Learning throughout their high school years. Funding in FY18 will assist in the development of the program courses, articulations and other early college course planning, as well as certifications and Technical Skill Assessment identification and student preparation. A postsecondary coordinator position, partially funded by Perkins, will be working with the Academy of Information Technology in FY18 on the articulations and other early college course planning.
- 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.
- Through curriculum design and in collaboration with the Math instructor, Gordon Parks students will continue to participate in an Electricity course, supplementing the current Agriculture, Foods 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 began in FY17 in high wage, high demand pathways at Humboldt and Central High School. Braiding of funds with community partners will continue to 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. Supported by a grant from Greater Twin Cities United Way and in partnership with Trades and Labor, city, business and community partners as well as Saint Paul College, Humboldt will continue its new Welding Pathway and at Central Construction Pathway. Instructors participated in Multicraft Core Curriculum (MC3) training to offer this industry recognized curriculum which provides direct entry into any of the local Trades areas. Students in these pathways are also encouraged to attend either of two, paid summer MN Trades Camps where they will spend 4 days at each apprenticeship training sites, experiencing firsthand the different trades and complete Pro10 as well as OSHA 10 curriculum.
- 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 to the Greater Twin Cities United Way Grant funding. 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.

- Supporting all of our enrollment in each of the Career Pathways, and realizing that nontraditional decisions are made very early in a child's life, in 2017 Saint Paul Public Schools, piloted the first 5th grade Career Exploration Career Fair Event. Advisory Committee members, CTE teachers and students from several of our high schools and middle schools attended the Jackson Elementary School Career Fair, showcasing their leadership skills by creating engaging and informative hands on activities for the younger students to explore CTE careers. Careers highlighted included, Engineering, Robotics, Computer Programming, Aviation, Medical First Responder, Agriculture, Food and Natural Resources, Automotive and Construction. Secondary Perkins Funding will provide for the positions that oversee the Academies, POS and course pathway development, and directly support the high school programs as the programs are implemented. This includes coordinating Advisory Committees, developing and maintaining community partnerships, work based learning (WBL), paid internships, summer and after school CTE opportunities and Early College in CTE pathways.

Expanded articulated credit opportunities in Health, IT, Business Finance, Welding and Construction, will increase the number of high school students who graduate with opportunities for college credit. A number of new programs at the College level will enhance the pathway options for common courses. A new Human Services program, Public Health, and a new Health program, Surgical Tech, will enhance the pathway options available for students who complete medical and science courses. The addition of a Finance degree increases the pathway for students in business courses, including those who complete the finance certificate through the Academy of Finance (AOF) in SPPS. Additional IT programs in Cyber Security and Web Based 2D Game Development provided added pathways in the IT area, including for those who complete the Academy of IT at Humboldt. The continued support of an instructional designer in 2017-2018 will continue to further assist in the improvement and development of CTE face-to-face and hybrid courses to increase learning and student engagement. In addition, the instructional designer will be an integral part of the alignment of course and program outcomes at the College.

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

The following provides specific examples of the activities conducted during FY18:

Continuing the expansion of the Health Science Pathway at Humboldt Secondary School. Planning in FY18 has led to some additional course offerings. The Health Science pathway now includes seven courses from grade 8-12. Capstone courses include First Responder courses being offered by brokering through Inver Hills College and the CNA course offered through Saint Paul College Workforce Training and Continuing Education department. Medical Terminology began this fall and finally Medical Careers will begin in 2019. In addition, as Humboldt Secondary School begins to develop a school wide pathway model, a Career Exportation courses was developed for 8th grade students to experience for a quarter, each of the pathway courses that will be available to them the following year.

The Saint Paul Consortium offered the Health Core Curriculum at LEAP and Harding high schools, providing more options for students to experience high wage, high demand occupations in our metro area. Initially, Bremer Bank provided funding to support the start-up for the new course development. SPC and SPPS continued discussions on collaborations to use this curriculum and to provide additional leadership activities for the Health Science Pathways.

To meet the demands of both student interests and the increasing demands of industry, the Health Science Pathway added an afterschool CPA CNA section to create more Early College CTE options for all students throughout the Saint Paul Consortium and for male students who elect to pursue a concentration in the Health Science Pathway.

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: 92 freshmen, 93 sophomores, 84 juniors and 62 seniors for a total of 331 students in the Finance Pathway. Through the Academy program, and a strong Advisory Board, students were provided access to a Saint Paul College 16 credit Business Certificate. In 2017-18, 17 students earned 16 college credits to earn a Business Certificate from Saint Paul College. In 2017-18, students received articulated credit for the Business in a Global Society course, Business Information Applications, and Accounting 1 and 2. Seniors also had the opportunity to earn concurrent credits in Business Ethics and Business Communications through partnerships with Saint Paul College. Sixteen students earned an Accounting 1 certificate from Precision Exams and 9 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 internships. An extension has been received to continue the Youth Careers Connect grant through fy19. Discussions have taken place, and will continue, to ensure the program is sustained when funds are no longer available.

Implementing an Academy of Information Technology (AOIT) at Humboldt Secondary School serving 29 freshmen and 26 sophomore students, 20 Juniors, and 19 seniors for a total of 94 students participating 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 articulated SPC college level credits prior to high school graduation and embedded work based learning opportunities into each grade level. In 2017-18, students received articulated credit for Web Fundamentals/HTML 5. In addition, 21 students earned the IT Essentials Certificate through the Cisco Networking Academy. Students participated in job shadow events, field trips to industry, 1:1 mentoring, and internships.

Planning by Culinary Arts instructors, industry members and stakeholders, has brought about high school curriculum changes in Culinary Arts courses. In FY18, all schools offering Culinary Arts, began integrating 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 was provided as the high schools adopt this curriculum. Saint Paul College hosted a ProStart training for the secondary teachers this summer on their campus, let by a College Instructor. Through curriculum design and in collaboration with the Math instructor, Gordon Parks students participated in an Electricity course, supplementing the current Agriculture, Foods and Natural Resources coursework. This course aligns to the Electrical Apprenticeship Training Center curriculum and prepares students for direct entry into apprenticeship.

In FY18, building upon the planning in FY17, two new POS were developed in high wage, high demand pathways at Humboldt and Central High School. Braiding of funds with community partners provide the resources needed to implement large scale pathway design. The RPOS model was used to ensure students are provided with opportunities for college credit attainment, industry certifications, work based learning, and strong business and industry involvement. Supported by a grant from Greater

Twin Cities United Way, and in partnership with Trades and Labor, city, business and community partners as well as Saint Paul College, Humboldt continued to add a Welding Pathway and Central continued a Construction Pathway. Instructors participated in Multicraft Core Curriculum (MC3) training to offer this industry recognized curriculum which provides direct entry into any of the local Trades areas. Students in these pathways are also encouraged to attend either of two, paid summer MN Trades Camps where they will spend 4 days at each apprenticeship training sites, experiencing firsthand the different trades and complete Pro10 as well as OSHA 10 curriculum. A DEED Grant has provided internships for the Construction Pathway. The work-based learning opportunities at both Humboldt and Central continue to grow and expand. The speakers and visits to industry provide insights into real-world opportunities. Special attention has been given to finding guest speakers that represent the students in the pathways as well as non-traditional people that work in the field. Students demonstrated leadership skills through booths and activities at the Gordon Parks Career Fair and the Maxfield Elementary Career Fair. They also participated in Career Day presentations. Students hosted a Community Engagement event at both schools with crafts for adults and children, post-secondary and union trade representatives to talk with families about the opportunities in the pathways. The work based learning teacher facilitated interviews for internships with MN Trades Academy and SPPS Facilities and opportunities to become OSHA 10 certified.

In FY18 also through a partnership with Greater Twin Cities United Way, planning took place to develop an Agriscience Pathway at Highland High School. If funding is secured, this program will likely be brokered with Dakota County Technical College or North Hennepin Technical College.

The Legacy Program is an afterschool program that provides students the high degree of support for both student and the student's family, to ensure students successful transition to college and career. This program, funded by community partners, facilitate student success and add diversity to the aging workforce in the energy field.

Realizing that nontraditional career decisions are made very early in a child's life, in 2017, Saint Paul Public Schools, piloted the first 5th grade Career Exploration Career Fair Event. Once again, in 2018, Advisory Committee members, CTE teachers and students from several of our high schools and middle schools attended the Elementary School Career Fair, demonstrating their leadership skills by creating engaging and informative hands on activities for the younger students to explore CTE careers. Careers highlighted included, Computer Programming, Welding, Medical First Responder, Agriculture, Food and Natural Recourses, Automotive and Construction.

Planning in FY18 between Saint Paul College, Saint Paul Public Schools and 3M has led to the, integration of Manufacturing Engineering curriculum into the Johnson High School to add to their current Engineering and Aerospace focus. In summer of 2018-19, 3M provided a grant to SPC for the purchase of Festo Trainers and funds to support the training necessary for the Johnson High School Engineering teachers to incorporate the trainers into the Project Lead the Way Curriculum.

Secondary Perkins budgets provided funding for the positions that oversee the Career Academies, POS and course pathway development, and directly support the high school programs as the CTE programs are in implementation. Additionally Perkins funding provided staffing to coordinate Advisory Committees, develop and maintain community partnerships, create work based learning (WBL) opportunities including paid internships, summer and after school CTE opportunities, and the coordination of Early College programming in CTE pathways.

Postsecondary Perkins budgets provided funding for a PSEO/Power of YOU admissions position as well as three Pathways advisors who provided support to new and continuing students in the Health and Service fields as well as Business Pathways, connecting students from secondary to postsecondary education in CTE fields.

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

During the 2017-18 school year, 78 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 five-year sequence of courses and one course is added to the registration guide each year. This year, pathway courses added an 8th grade exploratory course to introduce the pathways to students prior to enrolling in a pathway. Also in the Health Science area, the Health Care Core Curriculum continued to be offered at LEAP school in the summer session, allowing ELL students additional preparation, vocabulary, and skill practice.

Since the inception of the National Academy Foundation pathways in the fall of 2014, 656 students have received program services. Over 450 students had leadership development opportunities, 568 students had industry mentors, 588 students have participated in work experiences, and 650 academy students received career and academic counseling. Over 120 students have participated in paid internships. Students have earned over 2500 potential post-secondary credits and have a 96% attendance rate.

The Welding Pathway was further developed at Humboldt Secondary High School. Grant funding was received from the Greater Twin Cities United Way to assist in the start-up of this pathway. 2017-18 saw 26 students in the pathway in Intro to Welding. In 2018-19, Welding 1 and Welding 2 will be offered, and in 2019-20, a Welding Capstone will be offered. In addition, Humboldt is offering a middle school sampler class which welding is part of the career exploration rotation. A high school Welding Certificate, earned from Saint Paul College through the high school program is being discussed.

Greater Twin Cities United Way also funded the start-up of the Construction Pathway at Central High School. The final course in the pathway, the Construction Capstone was offered for the first time in the 2017-18 school year. 119 students were enrolled in the Construction Pathway.

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 programming. 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.

The AOF program and the multiple consortium collaborations is a very good example of what programming necessary and supports required for the success of our urban student population. Built from a club, to a Rigorous Program of Study serving over 330 students, so much has been learned, and we are anxious to share.

Goal 1 Objectives

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

Goal 2 Narrative:

The Saint Paul Consortium collaborates extensively with community partners, Program Advisory Committees, and all aspects of industry to identify highskill, highwage, or highdemand educational opportunities and provides contextual workbased learning for all populations through internships, fieldtrips, job shadows, career pathway events, and mentoring experiences.

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?)

Saint Paul Public Schools CTE Advisory Committees play a pivotal role within our programs. They serve a strategic thought leader, collaborator and catalyst for action representing a specific career area or profession. The Council members work closely with our teachers and programs by committee to review curriculum and provide guidance on issues/topics/challenges affecting entrance into the curricular area careers. Additionally, they share experiences, expertise and contacts related to the curriculum. 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. At the postsecondary level, each program has a program advisory board, coordinated by the Dean with an elected chair. The chair is one of the business and industry partners. 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.

The Consortium collaborates between Advisory Committees. An example of this is the Saint Paul High School Automotive Center has a robust Advisory Board with Saint Paul College Automotive teachers being members. Saint Paul Public Schools received their NATEF Certification last year and provided support to Saint Paul College instructors as they worked through their NAFEF Certification process.

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

Members have judged student work and spoken to classes. Some have even taught units to our classes. Specialized employment specific garments have also been procured such as chef coats (for their culinary competitions) and FFA jackets (for their many activities including career fairs in which partners have active participation). Materials have been donated such as automobiles for the automotive programs and excess steel for the welding program. Supports such as food and beverages for the Open Houses and Meet and Greets have also been donated. Committees have rallied to save jobs, spur District action and been advocates for CTE in the broader community. They have donated space for CTE meetings and offered detailed narrated tours of their own training facilities thereby educating the teachers to enhance their students' learning. Hundreds of volunteers, procured through our partners, have mentored our students from acclimating to high school, knowing themselves, to attaining the education and training needed for a career. At the postsecondary level members have donated equipment and materials, as well as served as internship/clinical sites for program students.

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?

Committees have been instrumental in providing work-based learning opportunities for students in all CTE areas in a variety of ways. Beyond field trips (some even paid for transportation) and job shadowing, members have given their expertise to student in-school projects such as in the construction area and the Tiny House with its electrical and carpentry needs. Others have arranged internships; some provide training as well such as in the STEM areas. One partner had students work on a real-time issue for the company. Students worked in teams to provide solutions, which were then presented to management would-wide. Our four in-school credit unions employ 10 students and educate them in all aspects of the banking industry. Further, students provide financial literacy training to their peers as well as volunteer for social justice opportunities. Our automotive program offers students hands-on work for customers, which is augmented by national accreditation certificates for which one of our partners is a lead. The City of Saint Paul provides summer internships for students in the automotive program to work on city vehicles and small engines. The PAES lab offers students with special needs opportunities to develop real-life employment skills.

This summer, the Saint Paul City Right Track program provided 440 students summer internships opportunities where students learn essential skills and employment specific skills. The program is split between entry-level jobs in the community and the more advanced positions where students in a pathway can participate in internships within their interest areas.

3M STEP – For over 45 years, Thirty-six students from all secondary schools selected for program where students attend 3M 2 days a week second semester of their junior and senior years, followed by a full time 3M summer internship.

Several Central Construction students were employed to work on the Tiny House during the school year and in the summer through the two levels of MN Traded Academy programs. The expertise and collaboration of this group was vital for the success of the Tiny House project. Sale of the house will cover supplies to continue building projects where essential skills and carpentry/construction skills can be polished.

More than 3,600 SPPS students participated in one or more of the BestPrep programs in the past school year; this includes Cloud Coach, eMentors, Classroom Plus, Financial Matters, and The Stock Market Game (Plus, 22 teachers participated in Technology Integration Workshop).

Genesys Works - Over 100 were selected for summer IT and essential skills specific training. Those who successfully complete were placed in paid internships during their senior year.

Optum - provided internships to 22 AOF and AOIT students in a nontraditional internship model. Completely financially supported by Optum, students were transported to Eden Prairie for a 3 week internship where Optum employees worked with students each day to solve a problem identified by Optum which our students could assist the company in solving. Students worked together in teams to research, survey individuals affected by the problem, develop a solution and pitched the idea and fielded questions from Optum leaders around the world. Optum generously covered student's salary, busing and meals.

The BrandLab – Nineteen students were selected and completed business/marketing internships.

Hiway Federal Credit Union - Ten students were employed in the School Based Credit Unions and at Hiway Federal Credit Union locations during the summer months.

The depth and breadth of our business and industry involvement is just touched on with the previous examples. The involvement by our students can only partially be reflected by the number of them involved.

Goal 2 Objectives

Goal 3: Improve Service to Special Populations

Goal 3 Narrative:

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?

Braiding funds, tutors, and counselors were hired from the Department of Labor YCC grant funds to work with students in CTE pathways of AOIT and AOF as well as the GTCUW for the Welding and Construction pathways. These supports ensure 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 STEPS program where they experience several community and district placements, obtaining career exploration, career training, soft skills and earned certifications. SPC provided a training site for our transition age students with special needs.

Work Experience Coordinators provided job-shadowing events for over 140 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, Saint Paul College provided 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 considered 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. In FY18, Humboldt High School CTE teachers developed 8th grade exploratory courses in each of the 4 career pathways to provide students with introduction to each of the pathways they will participate in as 9th graders.

Saint Paul College hosted 100 high school CTE students in a hands-on career fair. Students from Como Park, Harding, Humboldt, and Johnson 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. Courses included, Science Technician, Sterile Processing and Surgical Technology, Welding, Electromechanical Systems, Truck Technician, and Licensed Practical Nurse.

CTE staff provided afterschool programming to over 250 students in FFA, First Robotics, and Real World Design Challenge, and added First Tech Challenge for 3 schools, which is expected to increase student engagement, graduation rate and completion. In 2018, Minnesota Department of Education's Agricultural Summer Educator Grant Opportunity funds provided licensed agricultural education teachers opportunities to continue working with the FFA students in agricultural programs over the summer months.

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, we concluded that we may need even further supports and coursework to better prepare students who are learning English as they take CTE courses. Planning during FY17, led to LEAP offering the Health Care Core Curriculum course in the summer 17-18. During the school year it was taught in the CNA course over 2 hour blocks.

The consortium frequently collaborates to identify barriers to success and then develops activities to increase performance by the special populations. The Senior Survey, which is disaggregated by race gave students a voice to their high school experience.

Also vital to programming decisions is the Naviance Interest Assessment, PAES Lab and the Secondary Vocational Assessment program located at Saint Paul College. Using information from these sources, a decision was made to create summer camp experiences where CTE programming was not readily available. Cosmetology Camp was offered last year to accommodate large interest but the lack of CTE high school programming in this area. Game Design, Scrubs Camp and Advanced Manufacturing Camps were also offered.

Programs and activities were developed based on a need identified, such as the Elementary Career fair and the need for leadership activities for our high school CTE students, as well as the need for career awareness and exploration opportunities at the Elementary Schools.

Saint Paul College is currently implementing a new student retention tool by Educational Advisory Board. Braiding funds from Perkins and the Office of Higher education, this tool is intended to have a significant impact on the persistence and completion of student of color in developmental education. The College also continues to invest in the College Readiness Academy. The College Readiness Academy primarily serves new Americans with limited English proficiency, providing free precollege instruction in reading and writing, as well as wrap around navigation services to meet life needs and navigate the college enrollment process. From 2015 to 2018 the College Readiness Academy has had 145 participants who have collectively bypassed 392 developmental education classes.

Goal 3 Objectives

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

Goal 4 Narrative:

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 credit for transfer curriculum courses. A variety of Early College Credit options are available for High School students including, CLEP, Concurrent, PSEO, PSEO by Contract, PLTW and Articulated CTE credit.

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.

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 FY18:

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 Responder
Medical Terminology
Intro to Horticulture

Saint Paul Public Schools has begun tracking the enrollment and success of our students in our Early College offerings. Last year 4122 9-12th grade students took part in CTE advanced courses with an overall passing rate of 87%. Advanced CTE courses were defined as: at least 1 of the following: honors course (learning level 3+), 2nd course in an area (e.g., Auto Tech 2/3/4), "Intermediate" or "Advanced" in course name, CPA course, or PLTW course.

In addition to the early college partnerships with Saint Paul Public Schools, Saint Paul College has also developed articulation agreements with White Bear Lake and NE Metro 916. Saint Paul College continued to offer concurrent enrollment courses at Roseville in the areas of medical terminology and digital media, in addition to College Algebra.

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

In Saint Paul Public Schools, Early College Courses that meet the Transfer Curriculum are titled with SPC 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. A key on the Transcript is being developed for ease of identification. On the College transcripts, concurrent enrollment courses are transcribed as standard college coursework, with no special notation stating that they are concurrent enrollment. Following standard college transcribing procedure is important to ensure that receiving transfer institutions do not treat those earned college credits any differently from standard college credits.

Goal 4 Objectives

Goal 5: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Narrative:

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

The Consortium has open lines of communication between leadership and administration and many collaborative activities take place during the year that helps to sustain the consortium.

Early College opportunities including AP, IB, CLEP, PSEO, PSEO by Contract, Concurrent Enrollment and Articulated Credit. In addition, collaborations with Workforce Training and Continuing Education offers students in several high school programs to earn industry recognized certificates.

SPPS and Saint Paul College have continued to partner for 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.

Saint Paul College hosted 100 high school CTE students in a hands-on career fair. Students from Como Park, Harding, Humboldt, and Johnson 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, Science Technician, Sterile Processing and Surgical Technology, Welding, Electromechanical Systems, Truck Technician, and Licensed Practical Nurse.

The Career Pathways Academy (CPA) is an opportunity for students from each Saint Paul high school to enroll in concurrent enrollment 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, and PSEO by Contract Position.

YCC Academy's Steering Committee Membership. College leadership participated in this high-level advisory committee leading the YCC Academy Programs at Como and Humboldt.

Saint Paul College continues to be highly involved in the Greater Twin Cities United Way secondary Welding, Construction, and Medical pathway development.

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. This summer SPC offered SPPS Culinary teachers a local ProStart training.

Gateway to College Program located at Saint Paul College serving over 300 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 two Certified Nursing Assistant/Home Health Care at both LEAP and Humboldt Secondary School.

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.

The Compression Planning session, included input from the Saint Paul School District Assistant Superintendent, Principal, CTE Administrator, CTE High School Teachers and College Administration.

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)?

The self-assessment took place via a Compression Planning session last spring, where all consortium initiatives, Programs of Study, and performance measures were discussed. Information gathered from this meeting and follow up meetings throughout the year, lead to the development of the FY18 Perkins Plan. The Compression Planning session, included input from the Saint Paul School District Assistant Superintendent, Principal, CTE Administrator, CTE High School Teachers and College Administration.

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.

Administration is highly involved in the Consortiums activities and instrumental in maintaining current collaborations as well as assisting in vision setting for future collaborations.

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. Several partnerships were formally established through signed Memorandums of Understanding. Some critical partnerships include:

Collaborations in FY18 led to a new partnership that will prepare Johnson high school students for careers in manufacturing through a grant from 3M to the SPC Mechatronics program. Johnson's engineering instructors will attend training this fall at SPC and add units to the current PLTW courses that will give students opportunities to use FESTO Trainers and explore careers in manufacturing.

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, 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 taking place on Saturdays where students can earn certifications that will increase their employability and/or enrollment into the Gateway to College High School located at Saint Paul College.

Goal 5 Objectives

Rigorous Program of Study

State-Approved Rigorous Program of Study

RPOS submitted with 10 components

Network Systems

wg_StPaul_HumboldtHS_NetworkSyste
ms_MnRPOS_ISEEJ.pdf

Progress Update for Programs of Study and TSA

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

Secondary and Postsecondary CTE Students who are part of a POS approved pathway are assessed for Technical Skill Attainment using standardized assessments approved by MN State teams of educators. Tests were proctored to ensure testing is valid. At the secondary level testing is placed in upper level courses where students have had opportunities to adequately be prepared via participation in courses, internships and other experiences. At the postsecondary level testing is often at the end of the first year of coursework.

Though we have not received the indicator results of TSA testing completed in FY18, preliminary results are showing greater success with the PLTW Courses including Computer Science and Engineering assessments. This group accounts for our largest submission of TSA results. We are using the PLTW Computer Science assessment results rather than Certiport IC3 due to the issues we had with computers locking up during assessment and the company's refusal to re-open the assessment where student left off. A far greater number of students are taking the PLTW Computer Science courses in our high schools and we wish to use these results.

This year, the accounting classes at Como Park High School were given the Accounting Precision Exam on the last few days of class when seniors had already completed their time in school. It is the seniors, who have had the most experiences in the Business Curriculum and who were most appropriate to take the test. This information was relayed to the teacher and leader for the pathway. A better measurement of success might be the number of students completing the SPC PSEO by Contract accounting course students will be taking in FY19.

We had a small number of students who completed the OSHA 10 course in the Construction Pathway, where the instructors believed the certification to be optional. This has been corrected and all students in the pathway will take the OSHA 10 TSA. We believe with the increase in sections and schools offering CNA we will see varied results. Some schools have better outcomes than other schools, due to several possible factors including, different instructors, college credit bearing courses, additional time with the students where some schools are teaching the course over a year, as block schedules and others meet 2 days a week as well as some schools can only enroll students who meet PSEO criteria. All of these factors can affect the scores at each school.

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.

Programs of Study

Career Fields	Career Clusters	Career Pathways	State-Approved Postsecondary Assessments	State-Approved Secondary Assessments	Other TSA Assessment	In which CTE Program?	At which High School? College?	In which course (use course code) or at what time in the program?
Arts, Communication, & Information Systems	Information Technology	Network Systems	Certiport Microsoft .NET Fundamentals	Certiport IC3 Global Standard 4: Living Online		Information Technology	All high school students attending CPA at SPC	HS Completion of CPA Computer Repair T535211
Health Science Technology	Health Science	Therapeutics Services		Minnesota Department of Health Nursing Assistant Registered - Training & Competency Evaluation		Medical Careers CNA	All high school students attending CPA at SPC	Completion of CPA NA Course C531511
Engineering, Manufacturing, & Technology	Architecture and Construction	Construction	National Occupational Competency Testing Institute Carpentry	Career Safe OSHA 10-hour Construction Industry Course		Construction Careers	Central HS Construction Pathway/SPC	Completion of Construction Methods and Processes
Business, Management, & Administration	Finance	Accounting	National Occupational Competency Testing Institute Accounting - Basic	Precision Exams Accounting I		Business	Como Academy of Finance/SPC	11th grade Accounting Honors Course B432122
Business, Management, & Administration	Business, Management, and Administration	Administrative Support	Certiport IC3 Global Standard 4: Living Online	Certiport IC3 Global Standard 4: Key Applications		Business	All high schools attending CPA/ SPC	After second semester of Business at CPA

Engineering, Manufacturing, & Technology	Science, Technology, Engineering, and Mathematics	Engineering and Technology	Project Lead The Way Principles of Engineering End of Course Assessment	Engineering	Highland Senior High/ SPC	Completion of Intro and Principles of Engineering
Business, Management, & Administration	Hospitality and Tourism	Restaurants and Foods/ Beverage Services	National Occupational Competency Testing Institute Culinary Arts Level 2 Cook	National Restaurant Association Prostart Certificate of Achievement	FACS Como High School/ SPC	Culinary Arts 2 (Pro Start) F402321
Arts, Communication, & Information Systems	Information Technology	Web and Digital Communications	Certiport Adobe Certified Associate - Visual Communication Using Adobe Photoshop Certification	Skills USA Work Force Ready System Graphic Communications (PrintED co-brand)	Communication Technology	Humboldt Secondary Academy of IT/ SPC Completion of AOIT Web Design
Health Science Technology	Health Science	Diagnostic Services	American Society for Clinical Pathology Medical Laboratory Tech Exam	National Occupational Competency Testing Institute Health Care Core Curriculum (HCCC)	Medical	Humboldt Secondary Health Pathway/ SPC Completion of 3rd year in Pathway

Improvement Report

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.

School Completions 3S1:

Early College work focusing on the students in the academic middle has the potential to increase student engagement through rigor and relevance of instruction in challenging courses with academic support and intrusive advisement. This work has been advancing, bringing more opportunities for students in the middle to see success in challenging college credit bearing courses.

A Focus on Freshmen course allows 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 Courses expanded the number of after school options at Washington, OWL, Johnson, Harding, Humboldt, Como high schools.

All CTE staff participate in racial equity training and examine barriers causing different outcomes for our students and families of color.

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 meet regularly with like content teachers in building and district Professional Learning Communities to analyze student data and implement curriculum and instructional change.

5P1-Nontraditional Participation

In Summer 2017 three staff members attended the NAPE STEM Equity workshop, and brought back to their colleagues what they learned.

The Perkins coordinator presented to Deans 5P1 data and discussed how to improve this accountability measure. Some of the activities were not conducted due to staffing changes. This is one of the reasons behind the college funding a full-time Perkins coordinator position. As soon as the position description receives classification approval, it will be posted and hired. Additional education needs to be provided to employees regarding nontraditional participation.

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.

SPPS examined root causes of the decrease in Nontraditional Completion by disaggregating the data to determine causes of the decrease in Nontraditional Completion. As expected the loss of an Agriculture and Natural Resources instructor, where nearly ½ of the students are females affects our performance in both participation and concentrators.

The CTE Department met with the Administration to continue to advocate that schools continue to offer courses sequences of courses that qualify as nontraditional by gender.

The Consortium continued to develop sequences of courses and Career Pathways in nontraditional qualifying courses at each of the high schools, offering more opportunities for completion or to take 2 or more CTE courses in each program.

The Consortium continued to offer programming to support students who are nontraditional by gender, such as Legacy, Women in Trades, Pathway community events, publications, mentoring, summer camps, FFA and other CTSO's, and the nontraditional Career Fair at SPC.

Continued to offer the Health Care Core Curriculum course attracting more males to medical careers and more opportunities for concentration.

The Consortium will continue to recruit nontraditional by gender instructors, speakers, mentors etc., which contributes to attracting more females in nontraditional career areas.

February 2017, 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 are included in this plan.

Stakeholders including CTE Consortia Leads, Secondary administrators, teachers, counselors, who recruit students assisted to determine cause of decrease.

Stakeholders including CTE consortia leads, secondary administration, teachers and counselors who require students for programs assisted to determine the cause of the decrease.

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

It is anticipated that the Secondary Non Traditional Completion will return to match participation. It is also possible that we will continue to struggle to meet the Math and Reading MCA performance targets as we have through the years looked for an assessment that offers a way to measure growth, especially for large population of our learners whose home language is not English.

Reviewing the current 2016 cohort 5P1 data in EPM 11, a slight positive change is anticipated in the consortium performance data. However, it is not anticipated that the College will meet its negotiated target. Despite continued efforts to display nontraditional program students in marketing campaigns and on College materials, as well as an abundance of funds for scholarship and material support for women in the trades, numbers in certain areas, particularly CNC machining, welding and transportation, remain low.

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.

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Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

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.

Saint Paul College needs to dedicate more focused resources on administering the Perkins grant in an intentional way. In the FY19 Grant, the college will be hiring a full-time Perkins Coordinator. Unfortunately, this hiring process has been slowed by resources available to review and classify the position, as required by MinnState for any new positions. If the MinnState CTE division could help expedite this process while the College HR person receives the state training, that would be appreciated. Also, the college could use assistance in the area of 5P1, reviewing current efforts and helping identify new methods, initiatives, and activities to improve 5P1.

Attachments

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.

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>

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

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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