



## Grant Details

### 01590 - FY17 Perkins IV Application

#### 02013 - FY17 St. Paul Consortium Perkins Application

##### Perkins IV Consortium

**Grant Title:** FY17 St. Paul Consortium Perkins Application  
**Grant Number:** 01680  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** St. Paul Consortium  
**Grantee Contact:** Sarah Carrico  
**Award Year:** 2016  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:** Contract Sent: 08/08/2016, Contract Received: 07/01/2016, Contract Executed: 06/30/2017  
**Project Dates:** Proposal Date: 08/08/2016, Project Start: 07/01/2016, Project End: 06/30/2017  
**Grant Administrator:** Debra Wilcox-Hsu

### Non-System Communication Log

### Inter-System Grantee Correspondence

### Agency List

School District or College	Secondary Type	I.D. Number (if applicable)
Saint Paul Public Schools	01 public school district	625
Saint Paul College		

### Summary Narrative Pt. 1

#### Career and Technical Education Programs:

Q1) How does your plan support the career technical education programs in your consortium? What initiatives included in your plan support new or significantly improved CTE programming? Describe how you have selected the programs that will receive support and how the consortium, as a whole, will benefit from the Perkins expenditures. [Sec.134 (b)(1)] (5,000 word limit)

The Saint Paul Consortium supports Career and Technical Education (CTE) programs through the Saint Paul Public Schools (SPPS) and Saint Paul College Programs of Study (POS) which currently include pathways 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. Feedback from Industry-based Advisory Committees, students, teachers, community partners and Work Force Centers as well as Administration from both Secondary and Post Secondary, provide the input to expansion of programs.

The Consortium continues to offer the 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, and Business Information Application.

In 2017, to provide additional opportunities for students to advance in a pathway, an accounting course will be offered spring semester. With this addition, students will have the opportunity to complete four of the five required courses for any Business Program at Saint Paul College.

In FY2016, the 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 FY17.

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. Using the CTEcreditmn.com website to store secondary articulations, students will have access to the information they need at the time of enrollment.

Striving to build Rigorous Programs of Study (RPOS) 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.

New Pathways and Programs in FY17 will consist of:

- Expanding the Health Science Pathway at Humboldt Secondary School. Planning in FY16 has led 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 high wage, high demand occupations 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) at Humboldt 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, offering 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. 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 be adding a Welding Pathway and Central will be adding a Construction Pathway. Instructors will participate in Multicraft Core Curriculum (MC3) training to offer this 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 led to the pilot of The Legacy Program at Harding High School. This summer program will provide students the high degree of support for both student and the student's family that is needed 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.

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, coordinate Advisory Committees, develop and maintain 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 the 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 in the SPPS. The continued support of the instructional designer in 2016-17 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.

#### Meeting State and Local adjusted levels of Performance

Q2) Please describe the process you used to analyze and interpret performance on accountability indicators, and how the expenditure of funds in your plan support improved performance on negotiated performance targets. [Sec. 134 (b)(2)]  
(5,000 word limit)

The Saint Paul Consortium continues to focus programming efforts in areas in which improvement reports and plans were previously implemented, thus meeting the targets in: 1S1-Academic Attainment in Reading and Language Arts, 1S2-Academic Attainment in Math, 2S1- Technical Skill Attainment, 6S1-Participation in Non-Traditional, 2S2-Completion of Non-Traditional, 2P1 Credential, Certificate or Degree, 3P1-Student Retention or Transfer, 4P1 Student Placement, and 5P1-Nontraditional Participation.

The Consortium reviewed each institutions performance on the Perkins indicators and shared this information with key stakeholders to develop priorities for the upcoming FY17 Perkins Plan. Prior to the change in 1S1 and 1S2 assessment tool, the Consortium saw success by surpassing targets in Perkins indicators: 1S1 Academic Attainment in Reading/Language Arts, 2S1 Technical Skills Attainment, 4S1 Student Graduation Rates, 6S1 Nontraditional Participation, 6S2 Nontraditional Completion, 1P1 Technical Skill Attainment, 2P1 Credential, Certificate or Degree Attainment, 5P2 Perkins nontraditional indicators for gender completion measures for the College.

The College will continue its Women in the Trades initiative in the FY2017 Perkins Plan.

Areas of focus by the Saint Paul Consortium for FY17 are:

3S1-School Completion

3P1-Student Retention and Transfer

4P1-Student Placement

5P1-Nontraditional Participation

The Secondary Career and Technical Education teachers analyze and interpret performance on Perkins indicators while participating in specialized building and district-wide data teams and during comprehensive professional development activities by using the 5 Steps to Decision Making Model. CTE teachers implement best practice strategies in the classroom and share student results within their like content areas. In addition, to improve gaps in school completion rates among diverse student populations, Saint Paul Public Schools is providing racial equity training for all staff at all buildings to begin to eliminate the racial disparities that currently exist.

The Saint Paul Consortium includes activities in the Perkins Plan to assist secondary students in meeting academic and technical skills and in attaining its Perkins negotiated state and local levels of performance. Through funding from the Great Lakes Grant, Saint Paul College is collaborating with Johnson, and Harding High Schools to focus on improved math outcomes for 12th grade students to increase 1S2-Academic Attainment in Math. Under a separate grant, it continues to work with Humboldt High School, Academy of Peace, and the Hmong Academy to improve Accuplacer scores for tenth and eleventh grade students.

In FY17 focused efforts to increase math performance will ensue. The new pathways of Welding and Construction, will utilize the Multicraft Core Curriculum (MC3). This curriculum will provide 40 hours of Math instruction. Providing these pathways will improve students' proficiency in math, school engagement through work-based learning activities, and increase the completion and graduation rates of secondary student while earning early college credit. A new collaboration between math and CTE will begin with an electricity course at Gordon Parks High School. CTE Professional Development days will focus on integrating math and reading strategies in CTE courses.

A new program will be piloted in FY17 to increase graduation and completion rates as well as decrease the disparities in these areas amongst different racial and ethnic groups. Helping to remove barriers to employment and lessen the racial achievement gap Saint Paul is facing, The Legacy Program will begin this summer at Harding High School. Forty students will be accepted into this program that will provide intensive-direct support to students and their families. This will take place during the summer and throughout the school year, outside the school day, to support them in accessing a college/career pathway. This program is supported through donations from industry partners and provides counseling, work-based learning, professionalism skill training as well as follow-up support after high school graduation. Students in the Legacy Program will also attend summer camps including Camp Explore and/or the Scrubs Camp. Student with an interest in medical fields, will complete the Certified Nursing Assistant program, which may be used to financially supplement them while in college pursuing further degrees.

At the postsecondary level, accountability indicators are tracked by cohort and negotiated performance goals are based on current and prior levels of performance. The College proposes focusing on improving performance in Perkins indicators 3P1-Student Retention and Transfer, 4P1-Student Placement, and 5P1-Nontraditional participation.

Perkins indicators 3P1-Student Retention and Transfer, and 4P1-Student Placement will be addressed in multiple ways at Saint Paul College. In an effort to address college performance in the areas of completion, retention, and success, the College restructured how it approaches key student services and resources. The Dean of Student Engagement, Persistence, and Success position was created to intentionally bring together key support services that impact student retention, completion, and job placement. These areas include academic success, tutoring, transfer services, access and disability resources, career and placement, student life, and other grants focused on at-risk student success. In addition, a Director of Student Success is in final development stages, to manage this team of key support services and execute goals set forth in the college work plan to improve retention, transfer and student placement indicators. The Director of Enrollment Services position will be expanded and changed to the Director of Enrollment Services and College Pathways position for the FY17 Perkins Plan. This expansion includes a wider focus on student transitions with the goal of creating seamless transitions from high school to college, and into the workforce. The Director of Career and Placement will continue to expand her role to offer demonstration day events in specified CTE areas in order to provide students opportunities to demonstrate what they have learned through their program while providing an opportunity for employers and students to connect. The Director of Access and Disability Resources will be tasked with outreach efforts to students with disabilities in CTE program and will work to increase student success and completion of students with disabilities enrolled specifically in CTE programs. The Director of Access and Disability Resources will be charged with helping make connections and build relationships between students with disabilities and CTE programs. The College's new initiative, Make it Count, is designed for adult learners who are first time college students. This program is designed to provide wrap-around services and support to adult learner students, with an emphasis on encouraging one to three semester short-term training programs that will drive students into a career pathway leading to employment.

Nontraditional Participation, 5P1, will be an important focus of the FY17 Perkins Plan. The College was required to do an Improvement Plan in this area based on 2013-14 performance with a 19.18% actual nontraditional participation rate. In 2014-2015 the College made significant progress in this area, with an actual performance of 20.02% in nontraditional participation rate, surpassing the 90% performance level. However, the College remains below the target indicator goal. To address this concern the College will do several things including further research and will commit resources to activities that will promote nontraditional participation. The first piece will be to conduct a root cause analysis with key Consortium and industry stakeholders. In addition, a focus group will be held with current nontraditional participants to better understand their experiences. Through collaboration with Saint Paul Public Schools, summer bridge programs will be held for students interested in Healthcare and Manufacturing. Saint Paul Public Schools will help identify students interested in career pathways that are nontraditional for their gender. In addition, the Women in the Trades initiative will create experiences for women to introduce them to and support them through training for high demand, high wage, and high skill careers in the trades.

#### How students participating in CTE are provided programs

*Q3) Describe how you determined that the CTE programs supported in your plan will be of quality and attract sufficient enrollment or meet regional needs. How have you worked to align rigorous content in your local CTE programs with academic and technical standards recognized at the state or national level? [Sec. 135 (b)(8)] [Sec. 134 (b)(3 and 6)] (5,000 word limit)*

The Saint Paul Consortium ensures CTE programming is of sufficient size, scope, and quality to incorporate relevant academic and technical knowledge that leads to technical skill attainment, industry certification or licensure, by connecting CTE programs to Program Advisory Committees from business and industry with equal representation from secondary and postsecondary partners. Each year Program Advisory Committees are expected to recruit new members in order maintain a diverse membership. Program Advisory Committees, which include members of the Ramsey County Work Force Centers, are directly involved in program planning and in the continuous quality improvement process made available through the assessment of continuous improvement learning reports for each CTE program pathway. Program standards are aligned to Board Certification, Program Accreditation, State, National, and Regional requirements.

All secondary teachers participate in Professional Learning Communities, professional development days throughout the year, and specialized trainings, to increase student achievement in math and reading. These professional development sessions are logged in the PDexpress website.

As Early College opportunities expand to several general education courses, CTE pathways will blend articulated college credit, CLEP, Advanced placement, CTE Concurrent, College in the Schools etc. to create 4 year plans mapping coursework to an Associate's degree in many of the CTE Program areas. This Early College Model focuses on programming for the academic middle students, and offers co-requisite supports as needed for successful outcomes.

At the postsecondary level, general education competencies are infused into the curriculum and throughout coursework to assist in program completion. Students who enroll in a CTE program at Saint Paul College must first take the Accuplacer Assessment to determine if they are college program ready in reading, math, and writing. Those who are not program ready must retake the assessment or successfully complete additional coursework before they are admitted into a CTE program, or for some programs concurrently enroll in this additional coursework while pursuing their CTE program of studen. In this way, appropriately challenging academic standards are maintained for all students. All undergraduate CTE programs and areas of study have developed learning outcomes and complete an Annual Program Review and Area of Study Enhancement (APRASE) process.

#### How students are provided with experience

*Q4) Describe how students are provided with strong experience in, and understanding of, all aspects of the industry. [Sec.134 (b)(3)(C)] (5,000 word limit)*

The Saint Paul Consortium provides a variety of experiences for students to assist them in understanding all aspects of industry. The Consortium collaborates with community partners, such as Genesys Works, 3M, MNDOT, Right Track, and Ramsey County Workforce Investment Board, Best Prep, Junior Achievement, Program Advisory Committees, and Work Force Centers to identify high skill, high wage, or high demand occupations. Through the development of industry partnerships, CTE students have opportunities for instruction beyond technical skill attainment to examine how a specific career fits into the larger system of an industry. Contextual work-based learning is incorporated through career exploration activities, paid and unpaid internships, mentoring opportunities, and job shadowing. Fieldtrips, tours of specific industries and class presentations by industry speakers, are also provided. Realizing the inequities that may exist throughout the district in student's access to information about programming options available to them, CTE leadership, together with community partners, will provide panel presentations at "Launch" events at each of the 7 high schools, reaching over 2,500 students. CTE presentations will also be made at parent events, Career Fairs and the Thinking College Early event for middle school students and families.

As Rigorous Programs of Study are developed, all aspects of industry experiences are integrated throughout the four year sequence of courses, intentionally increasing the levels and degrees of independence. In FY17 a Health Care Scrubs Camp, and a Manufacturing Camp will be held at the College. Camps will recruit approximately 100 students from throughout the Consortium, to promote career exploration activities and educational equity opportunities for approximately one hundred students. Additional data analysis tools will be used to aid in the identification and development of POS and RPOS to align with industry need and high demand, high wage job opportunities. These analysis tools include real-time job-posting software called Wanted Analytics and a job market projection and saturation software called Economic Modeling Specialist Inc. Each tool offers a unique and important lens on the current and future job market. In order to anticipate the changing and current market needs it is important to consider both aspects of industry.

## Summary Narrative Pt. 2

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#### Comprehensive Professional Development\*

*Q5) Please describe the consortium's plan for providing sustained, high-quality professional development and how this plan is supported by expenditure decisions. [Sec.134 (b)(4) and (5)] (5,000 word limit)*

SPPS has embarked upon a district-wide comprehensive Racial Equity professional development initiative to ensure all students can achieve to their potential regardless of their race or ethnicity. Career and Technical Education has aligned courses to Common Core Literacy Standards and has identified Power Standards, within the CTE standards for use in each course. Emphasis is given to standards that integrate reading and math into content areas. CTE instructors meet as Professional Learning Teams to review assessment data, align curricula, and review student work. In FY17, teachers will continue to examine root causes leading to a slight decline in our CTE Concentrators graduating in the reporting year (3S1-School Completion). In addition, Saint Paul Public Schools will begin 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 will include increased opportunities for concurrent enrollment, faculty mentoring, articulation agreements, and the Career Pathway Academies.

Participation in professional development continues as colleagues throughout the State convene to review course content and selected Technical Skill Assessments (TSAs) for State approved POS. At the postsecondary level, an instructional designer will be partially funded through Perkins to assist faculty and deans in developing new CTE program credentials through a variety of delivery modalities. Topics presented during professional in-service days include the review of persistence, retention and completion data for program review, student outcomes, learning assessments, and ways to retain and encourage students to persist in their programs.

#### **Recruitment and Retention\***

*Q6) How do your consortium members recruit teachers and faculty to fill CTE vacancies? Describe any special efforts to recruit individuals from business and industry into the teaching profession. [Sec.134 (b)(12)] (5,000 word limit)*

At the secondary level, the CTE Administrator and Program Manager meet with instructors, district administration, human relations, principals, and financial departments to discuss the need to hire correctly-licensed CTE teachers. Current teachers who do not hold the CTE licensure are highly encouraged to seek the CTE license and are supported through the process of licensure. Likewise, Community Experts are occasionally hired from industry. Currently, Saint Paul Public Schools has been experiencing the effects of the lack of teacher training programs available to fill the growing CTE needs.

New teachers to Saint Paul CTE, attend 3 ½ day "New CTE Teacher Orientation" sessions in their first year. Topics in these sessions include Perkins Legislation and requirements, Perkins data review, priorities, best practices, as well as new teacher support. New Licensing options will allow many of our CTE instructors to submit portfolios to earn CTE certification. Unlicensed teachers have been notified of this option and will receive technical assistance as they complete the portfolio. Braiding of funds from a community partner, will allow Saint Paul Teachers to be paid for technical assistance after hours, to complete portfolio work as well as pay for the \$300.00 submittal fee.

At the postsecondary level, CTE faculty who have the appropriate credentials often bring significant experience and expertise from private industry. Adjunct faculty, in particular, are often recruited from industry through our industry and union partners.

#### **Evaluate Student Performance and Programs\***

*Q7) Beyond technical skill assessments, what other tools and data sources does the consortium use to evaluate student performance? How did this evaluation influence this plan? [Sec.134 (b)(7)] NOTE: If your consortium scored between 90-99% of your negotiated target, you need only submit the Perkins Improvement Report for that indicator; if your consortium scored below the 90% of your negotiated target you must submit both a Perkins Improvement Report and a Written Improvement Plan for that performance indicator. (5,000 word limit)*

Each CTE program at the College is required to assess student learning using direct (e.g. capstone projects) and indirect (e.g., student survey) measures and to evaluate the progress of graduates annually compared to predetermined standards set by industry, licensing boards, accreditation processes, and CTE skill attainment measures. Each program is linked to a Program Advisory Committee comprised of secondary and postsecondary members, industry, labor, and business representatives. Members of the Program Advisory Committee are involved in performance standards and outcomes through the annual program evaluation process, accreditation requirements (in some cases), and program improvement goals. Based on student results and industry requirements, changes to programs are made as needed, stemming from the annual quality review process. Retention, transfer, graduation data, and surveys are monitored annually for each program and, based on the results, program assessment and admission standards are modified accordingly.

The College uses a data driven program review and enhancement model titled APRASE. APRASE uses a dashboard-like approach to help faculty and their deans evaluate key performance indicators of each program based. Indicators include instructional cost, student completion rates, enrollment, and graduate placement in related employment. Such information can then be used to assess how to improve programs or to make modifications or changes in them. In addition, college-wide core competency measures and rubrics are available for faculty to assess student performance across all programs in such areas as communication, quantitative reasoning, problem solving/critical thinking, teamwork, cultural diversity, information literacy, information technology, and career readiness skills.

In FY16, the College successfully sustained accreditation through annual reporting with the Accreditation Commission for Education in Nursing (ACEN) for Licensed Practical Nursing (LPN), for Health Information Technology (HIT) through the Commission on Accreditation for Health Informatics and Information Management (CAHIM), Respiratory Therapy through the Commission on Accreditation for Respiratory Care (CoARC), Culinary Arts through the American Culinary Federation Education Foundation Accrediting Commission (ACFEF), Business Management/Business Information Technology through the Accreditation Council for Business Schools and Programs (ACBSP), and Pharmacy Technician through the American Society of Health System Pharmacists (ASHP) and the Accreditation Council for Pharmacy Education (ACPE).

Saint Paul Public Schools measures student performance with grades, standardized tests including American College Testing (ACT), Minnesota Comprehensive Assessment (MCA), attendance, suspension rate, graduation rate, and post-secondary enrollment rate. In addition, consideration is also given to course failures, number of days absence, reasons for discipline, and number of advanced credits attempted and earned.

Students provide input regarding their high school experience by completing a senior survey which is disaggregated by school and as a whole district.

#### **How POS Affects Outcomes\***

*Q8) Based on the Rigorous Program of Study Components Rating Form on page 8 of the RPOS Guide, describe the process used by your consortium for the identified Rigorous Program of Study (RPOS) including steps of action, stakeholders involved, and timeline. Also discuss the identified strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)] (5,000 word limit)*

Usage of the 10 elements of rigorous POS influenced the development of the FY17 Plan on many levels. The Saint Paul Consortium and CPA operate under the formal contract and are in the process of creating a Memorandum of Understanding in which POS drive the development and future of program offerings. In the creation of a POS, input is invited and obtained from all partners including secondary, guidance and counseling, administration, postsecondary instructors and deans, business/industry and community stakeholders. Strategies and methods of assessment, both formal and informal, along with student surveys are utilized to gather and examine qualitative and quantitative data focused on the effectiveness of high school to college transitions through POS and that provides the information needed to engage in continuous quality improvement.

The Saint Paul Consortium selected and provided the state-approved Technical Skill Assessments for each approved POS where assessments have been formalized. Academic and technical learning is integrated throughout the Saint Paul Consortium Plan and more directly in professional development strategies. Throughout the Saint Paul Consortium, teachers use innovative approaches while integrating both academic and technical instruction. The Consortium provides teachers professional development opportunities to gain proficiency in instructional strategies that support student learning and success. POS is a topic at CTE Professional Development opportunities, and Counselor trainings are provided yearly. Essential knowledge and skills for college and career readiness is considered as part of all POS development. During the development of the POS, course sequence discussions ensure that students transition to postsecondary education without duplicating classes or requiring developmental course work through Dual Credit and Articulated Credit options to two-year and four-year colleges. In FY2016 Saint Paul College Academic and Student Affairs Administration held a planning meeting using the compression planning model, a strategic planning process, to discuss Perkins for FY2016, including a review of the POS and RPOS and ideas for FY17 planning. During FY2017, the Saint Paul Consortium plans to hold a compression planning meeting with partners from both the secondary and postsecondary institutions to plan for FY18.

**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.

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- 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
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- 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.

**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Use of Funds*</b>	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
<b>Strategies</b>	
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.	
<b>Outcomes</b>	
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.	
<b>Measures</b>	
1.a. End of course grades and transcripts.	
1.b. Courses are aligned or modified to create pathways and certificate programs.	

Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$6,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$6,000.00
<b>Secondary Required Activities</b>	\$73,960.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$73,960.00
<b>Total</b>	\$79,960.00

**Goal 1 Objectives 2**

<b>Use of Funds*</b>	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
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**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.

**Reallocation Explanation**

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

**Goal 1 Objectives 3**

<b>Use of Funds*</b>	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
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**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.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$18,368.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$4,000.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$22,368.00
<b>Secondary Required Activities</b>	\$10,000.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$10,000.00
<b>Total</b>	\$32,368.00

**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 SPSS. 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 SPSS students in pathway programs offered in collaboration with Saint Paul College.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$24,828.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$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	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$97,386.29
Total	\$122,214.29

## 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.

## Goal 2 Objectives

<b>Goal 2 Objectives 1</b>	
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.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,345.24
Post-Secondary Reserve	\$6,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$8,845.24
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	\$11,928.24
<b>Goal 2 Objectives 2</b>	
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.

**Reallocation Explanation**

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$34,853.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$34,853.00
<b>Total</b>	\$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.

**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 &amp; 5P2.

## Reallocation Explanation

<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$0.00
<b>Secondary Required Activities</b>	\$4,934.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Total</b>	\$4,934.00
<b>Total</b>	\$4,934.00

## Goal 3 Objectives 2

<b>Use of Funds*</b>	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
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## 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.

## Reallocation Explanation

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

## Goal 3 Objectives 3

<b>Use of Funds*</b>	R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition
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## 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.

## Reallocation Explanation

<b>Post-Secondary Required Activities</b>	\$91,334.00
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Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$91,334.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$91,334.00

#### 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 intentionally 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.

#### Goal 4 Objectives

<b>Goal 4 Objectives 1</b>	
<b>Use of Funds*</b>	R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
<b>Strategies</b>	
1a. 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.	
<b>Outcomes</b>	
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.	
1c. 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.	
<b>Measures</b>	
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**

<b>Post-Secondary Required Activities</b>	\$187,873.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$5,000.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$192,873.00
<b>Secondary Required Activities</b>	\$81,647.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$81,647.00
<b>Total</b>	\$274,520.00

**Goal 4 Objectives 2**

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

<b>Post-Secondary Required Activities</b>	\$73,167.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$73,167.00
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$0.00
<b>Total</b>	\$73,167.00

**Goal 4 Objectives 3**

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

<b>Post-Secondary Required Activities</b>	\$13,900.00
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Post-Secondary Permissible Activities	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation 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 Reallocation Basic	\$0.00
Secondary Reallocation 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
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## 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 Reallocation Basic	\$0.00
Post-Secondary Reallocation 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 Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,934.00
Total	\$33,048.00

**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.

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
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.

<b>Description</b>	Budget listed as Secondary Basic CTE Program Manager and travel (\$142,080.00) Postsecondary Basic .5 Coordinator (\$59,540.00).
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$65,459.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$65,459.00
<b>Secondary Required Activities</b>	\$145,203.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$984.00
<b>Secondary Admin Cost</b>	\$26,448.35
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$172,635.35
<b>Total</b>	\$238,094.35

<b>Goal 5 Objectives 2</b>	
<b>Use of Funds*</b>	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.	

<b>Description</b>	Budget listed as Secondary Basic supplies(\$500.00)
Reallocation Explanation	
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$3,064.07
<b>Post-Secondary Admin Cost</b>	\$32,256.86
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$35,320.93
<b>Secondary Required Activities</b>	\$500.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$0.00
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$500.00
<b>Total</b>	\$35,820.93

**Administrative Cost**

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$32,120.20
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$26,046.04

**Verification**

I want to pull over my Goals 1-5 budget amounts. Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$82,653.00	\$0.00	\$14,000.00	\$0.00	\$0.00	\$96,653.00	\$238,859.90	\$0.00	\$19,699.36	\$0.00	\$0.00	\$258,559.26	\$355,212.26

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$2,345.24	\$6,500.00	\$0.00	\$0.00	\$8,845.24	\$37,936.00	\$0.00	\$0.00	\$0.00	\$0.00	\$37,936.00	\$46,781.24

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$128,805.00	\$0.00	\$0.00	\$0.00	\$0.00	\$128,805.00	\$17,218.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,218.00	\$146,023.00

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$305,054.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$310,054.00	\$89,251.00	\$0.00	\$0.00	\$0.00	\$0.00	\$89,251.00	\$399,305.00

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$65,459.00	\$0.00	\$3,064.07	\$0.00	\$0.00	\$100,779.93	\$145,703.00	\$0.00	\$984.00	\$0.00	\$0.00	\$173,135.35	\$273,915.28

**Goal Totals**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal Total	\$581,971.00	\$2,345.24	\$28,564.07	\$0.00	\$0.00	\$645,137.17	\$528,967.90	\$0.00	\$20,683.36	\$0.00	\$0.00	\$576,099.61	\$1,221,236.78

**Secondary Budget Details**

Description	File Name	File Size
Secondary Budget Sheet	Secondary-Budget-Supplemental-Sheet fy17 final.xlsx	75 KB
Secondary Budget Sheet	Secondary-Budget-Supplemental-Sheet fy17 final.xlsx	75 KB

**Perkins Grant Collaboration with WorkForce Centers**

Row	Amount
(SECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$400.00
(SECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$11,000.00
(POSTSECONDARY) Total Perkins funds used in collaboration with WorkForce Centers	\$500.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$25,000.00
<b>Totals</b>	<b>\$36,900.00</b>

**Improvement Plan Action Steps**

**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.

**Improvement Report**

<b>Improvement Report 1</b>	
<b>Indicator Not Met:</b>	3P1 – Student retention or transfer
<b>Negotiated Performance:</b>	33.07%
<b>Actual Performance:</b>	31.14%
<b>General strategies planned to improve performance:</b>	
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.	
<b>Comments or context for actual performance (optional):</b>	
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.	
<b>Improvement Report 2</b>	
<b>Indicator Not Met:</b>	3S1 – School completion
<b>Negotiated Performance:</b>	98.96
<b>Actual Performance:</b>	96.97
<b>General strategies planned to improve performance:</b>	
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• The Legacy program will provide on-going support and interventions to ensure successful completion of high school.</li> <li>• Avid will expand to an after school option at Washington, OWL, Johnson, Harding, Humboldt, Como high schools.</li> <li>• 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.</li> <li>• Use District Staff Development Days to analyze the Perkins Data and use the 5 Step Method to implement change in instruction.</li> <li>• 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.</li> <li>• 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.</li> <li>• MDE and SPPS review the data retrieval system to determine accurate data is being collected.</li> </ul>	
<b>Comments or context for actual performance (optional):</b>	
*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.	
<b>Improvement Report 3</b>	
<b>Indicator Not Met:</b>	4P1 – Student placement
<b>Negotiated Performance:</b>	83.97
<b>Actual Performance:</b>	82.35
<b>General strategies planned to improve performance:</b>	



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):**

### Rigorous Program of Study

**Rigorous Program of Study 1**

**State-Approved Rigorous Program of Study\*** Network Systems

**RPOS submitted with 10 components** StPaul\_HumboldtHS\_NetworkSystems\_MnRPOS\_ISEEJ.pdf

**Rigorous Program of Study 2**

**State-Approved Rigorous Program of Study\*** Network Systems

**RPOS submitted with 10 components**

### Programs of Study

**Programs of Study 1**

**Career Fields** Arts, Communication & Information Systems

**Career Clusters** Information Technology

**Career Pathways** Network Systems

**In which CTE Program?** Information Technology

**At which High School? College?** All Schools at CPA

**State-Approved Secondary Assessments** Certiport - Internet & Computing Core (IC3) - Computer Fundamentals

**State-Approved Postsecondary Assessments** Certiport - Microsoft Technology Associate (MTA) NET Fundamentals

**In which course (use course code) or at what time in the program?** Completion of CPA Computer Repair T535211

**Programs of Study 2**

**Career Fields** Health Science Technology

**Career Clusters** Health Science

**Career Pathways** Therapeutics Services

**In which CTE Program?** CPA Medical Careers

**At which High School? College?** Harding at CPA

**State-Approved Secondary Assessments** Minnesota Department of Health (MDH) - Nursing Assistant Registry (NAR) Certification Test

**State-Approved Postsecondary Assessments** National Council Licensure Examination for Practical Nurses (NCLEX-PN) - National Certification Exam

**In which course (use course code) or at what time in the program?** C531511 - Completion of Prac Nurs Prog

**Programs of Study 3**

**Career Fields** Human Services

**Career Clusters** Human Services

**Career Pathways** Early Childhood Development and Services

**In which CTE Program?** FACS

**At which High School? College?** Harding

**State-Approved Secondary Assessments** American Association of Family & Consumer Sciences (AAFCS)—Nutrition, Food, & Wellness

**State-Approved Postsecondary Assessments** NOCTI Early Childhood Care and Education-Basic, Job Ready Assessment

**In which course (use course code) or at what**

time in the program?	F405201 - Completion of Practicum II
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**Programs of Study 4**

Career Fields	Business, Management, & Administration
Career Clusters	Finance
Career Pathways	Accounting
In which CTE Program?	Business
At which High School? College?	Como
State-Approved Secondary Assessments	CareerTech - Accounting Services: Full Charge Bookkeeper
State-Approved Postsecondary Assessments	NOCTI Accounting Basic Assessment
In which course (use course code) or at what time in the program?	B432122 - Completion of Managerial Accounting

**Programs of Study 5**

Career Fields	Business, Management, & Administration
Career Clusters	Hospitality and Tourism
Career Pathways	Restaurants and Foods/Beverage Services
In which CTE Program?	FACS
At which High School? College?	Harding
State-Approved Secondary Assessments	Skills USA - Culinary Arts Skill Connect Assessment
State-Approved Postsecondary Assessments	NOCTI - Culinary Arts - Level II - Cook
In which course (use course code) or at what time in the program?	Completion of Culinary 2 F402321

**Programs of Study 6**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Architecture and Construction
Career Pathways	Construction
In which CTE Program?	Construction Careers
At which High School? College?	CPA
State-Approved Secondary Assessments	Skills USA - Carpentry
State-Approved Postsecondary Assessments	NOCTI - Carpentry
In which course (use course code) or at what time in the program?	At completion of T534531,carpentry program

**Programs of Study 7**

Career Fields	Engineering, Manufacturing & Technology
Career Clusters	Science, Technology, Engineering, and Mathematics
Career Pathways	Engineering and Technology
In which CTE Program?	Manufacturing Careers and Communications
At which High School? College?	Johnson
State-Approved Secondary Assessments	Project Lead The Way (PLTW) - Principles of Engineering (POE) End of Course Assessment
State-Approved Postsecondary Assessments	National Institute for Metalworking Skills (NIMS) - NIMS Credential - Machining Level 1
In which course (use course code) or at what time in the program?	At Completion of Computer Integrated Mfg T531711

**Programs of Study 8**

Career Fields	Business, Management, & Administration
Career Clusters	Business, Management, and Administration
Career Pathways	Administrative Support
In which CTE Program?	Business
At which High School? College?	Como, Central, Highland, Harding, Washington
State-Approved Secondary Assessments	Certiport - Internet & Computing Core (IC3) - Living Online
State-Approved Postsecondary Assessments	Certiport - Internet & Computing Core (IC3) - Living Online
In which course (use course code) or at what time in the program?	After 1 year CPA Business Pathway

**Programs of Study 9**

Career Fields	Arts, Communication & Information Systems
Career Clusters	Information Technology
Career Pathways	Web and Digital Communications
In which CTE Program?	Communications
At which High School? College?	Harding at CPA
State-Approved Secondary Assessments	Internet & Computing Core (IC3) Computing Fundamentals Assessment
State-Approved Postsecondary Assessments	Certiport Visual Communication Using Adobe Photoshop Certification Exam
In which course (use course code) or at what time in the program?	Completion of CPA Web Design T537231

**Programs of Study 10**

<b>Career Fields</b>	Health Science Technology
<b>Career Clusters</b>	Health Science
<b>Career Pathways</b>	Diagnostic Services
<b>In which CTE Program?</b>	Medical Careers
<b>At which High School? College?</b>	Harding at CPA
<b>State-Approved Secondary Assessments</b>	NOCTI Diagnostic Services Pathway Assessment
<b>State-Approved Postsecondary Assessments</b>	ASCP—Medical Laboratory Technician Examination
<b>In which course (use course code) or at what time in the program?</b>	Comp of C531511, Comp Med Lab Tech Prog

<b>Programs of Study 11</b>	
<b>Career Fields</b>	Business, Management, & Administration
<b>Career Clusters</b>	Finance
<b>Career Pathways</b>	Business Finance
<b>In which CTE Program?</b>	Business
<b>At which High School? College?</b>	Como
<b>State-Approved Secondary Assessments</b>	CareerTech - Business & Technology
<b>State-Approved Postsecondary Assessments</b>	
<b>In which course (use course code) or at what time in the program?</b>	TBA end of year, Completion of AOF Business

### Coordination Time for Perkins Grant

#### Secondary

*This includes coordinator salary, benefits, and oversight of contracted staff and planned expenditures*

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

**Coordinator Budget:\*** \$111,966.00

#### Post-Secondary

**Total percentage of time for Coordinators of Perkins:\*** 50.0%

**Coordinator Budget:\*** \$64,171.00

### Perkins Dollars

### Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Research Analyst	Reserach Analyst		\$18,368.00	
Kathy Kittel 1.0 FTE	Program Manager	320127	\$111,966.00	Job description CTE Program Manager.docx
Mary Toner .25 FTE	Advisory Chair, Committee Coordination and Liason	269011	\$22,774.00	Job description Adv Community.docx
Stacey Kappes .5 FTE	Counselor	379162	\$46,198.00	Job description CTE Counselor on Special Assignment.docx
Julie Ketterling .2 FTE	CTE Certifications/Articulations Development	368834	\$17,153.00	Job description TOSA .2.docx
Yang Yang .3 FTE	Special Project Assistant		\$15,139.00	Job description Program Assistant CTE.docx
Becky Wood .5 FTE	Secondary Medical Careers Instructor New	462535	\$30,605.00	Job description Medical Careers.docx
Emily Holl .5 FTE	Director of Access and Disability Resources		\$46,090.00	MnSCU Academic Professional 3-Director of Access & Disability Resources #00668140 EH.doc
David Mogren .3 FTE	Admission Specialist- orientation		\$25,592.00	MnSCU Academic Prof 1-Recruiter #01061134 -DM.doc
Candace Robinson .3 FTE	Admission Specialist- nontraditional students		\$18,992.00	MnSCU Academic Prof 1-Recruiter #01003082 -CR.doc
Sheryl Saul .5 FTE	Director of Career and Placement Center		\$31,796.00	MnSCU Academic Professional 2-Director of Career Placement and Internship Coordinator #00669100-SS.docx
Kristen Raney .6 FTE	Dean of Student Engagement, Persistence, & Success		\$74,942.00	Dean of Student Engagement, Persistence and Success.doc
Janessa Cervantes .5 FTE	PSEO/POY Recruiter		\$28,462.00	MnSCU Academic Professional 1-PSEO POY Coordinator JC.docx
Tarah Bjorklund .4 FTE	Transfer Specialist		\$30,114.00	MnSCU Academic Professional 3-Transfer Specialist#00668110-TB.doc
Emily Batres .4 FTE	Transfer Specialist		\$34,584.00	MnSCU Academic Professional 3-Transfer Specialist#0101105-EB.doc
Sarah Carrico .5 FTE	Dean, Perkins Coordinator		\$65,459.00	Dean of Enrollment Mgmt.docx
Darcy Turner .5 FTE	Instructional Designer		\$39,457.00	MnSCU Academic Professional 3-Instructional Designer-DT #01013787.docx
Hilary Dahlman .5 FTE	Tutoring Coordinator		\$45,244.00	MnSCU Academic Professional 2-Tutoring Coordinator-HD #01064401.doc
Laura Griffin, .2 FTE	Assistant Registrar		\$13,900.00	MnSCU Academic Professional 1-Assistant Registrar #01110063 LG.docx
Dan Mesick .35 FTE	DPSP POSA CPA Administrative	296827	\$47,918.00	Job description POSA DPSP .35.docx
Terry Meier .2 FTE	Construction Pathway Development	385443	\$16,635.00	Job description Construction Careers.docx

Patrick Romey .3 FTE	Early College CTE .30	371178	\$34,330.00	Job description Coordinator .3.docx
Ger Vue .5 FTE	Director of Enrollment Services & College Pathways		\$55,560.00	Director of Enrollment Services and College Pathways-proposed #01084598 GV 6-7-16.doc
Erin Drew .4 FTE	Academic Success Coordinator		\$28,583.00	MnSCU Academic Professional 1-Academic Success Coord #00667940 ED.doc
Laura King .2 FTE	Dean of Research, Planning, and Effectiveness		\$24,828.00	Dean of Institutional Research and Planning 2014 - Admin 4-LK #01003086.docx
vacant	Research Analyst		\$18,368.00	Research Analyst Intermediate-Grants Analyst # 01062526-VACANT.docx
			\$943,057.00	