



# MINNESOTA STATE

## Career and Technical Education

### Grant Details

#### 02058 - FY18 PERKINS APPLICATION

02389 - FY18 St. Paul Consortium

Perkins IV Consortium

**Grant Title:** FY18 St. Paul Consortium  
**Grant Number:** 02082  
**Grant Status:** Underway  
**Comments:**  
**Applicant Organization:** St. Paul Consortium  
**Grantee Contact:** Sarah Carrico  
**Award Year:** 2017  
**Program Area:** Perkins IV Consortium  
**Amounts:**  
**Contract Dates:** Contract Sent 12/13/2017 Contract Received 07/01/2017 Contract Executed 06/30/2018  
**Project Dates:** Proposal Date 07/01/2017 Project Start 06/30/2018 Project End  
**Grant Administrator:** Debra Wilcox-Hsu  
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**Contract Dates:**

Contract Sent Contract Received Contract Executed Contract Legal

**Project Dates**  
 07/01/2017  
 06/30/2018  
 Project Start Project End

**Comments**

#### Agency List

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

#### Summary Narrative Part Two

##### Comprehensive Professional Development

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

SPPS continues to require 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. Due to new Minnesota Frameworks being initiated, teachers and leaders will review all courses in which Frameworks are available and modify the curriculum to align to the new Frameworks. CTE instructors meet as Professional Learning Teams to review assessment data, align curricula, and review student work. In FY18, 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, In FY17, 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 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, a Coordinator of Curriculum, Development and Instruction will be partially funded through Perkins to lead organization and professional development at the College, including instructional design support for faculty as well as promoting the tenants of culturally responsive pedagogy. This person will lead faculty and staff professional in-service days where that will incorporate the College's new equity and inclusion framework while addressing topics such as persistence, retention and completion data for program review, student outcomes, learning assessments, and ways to retain and encourage students to persist in their programs. The College will also be using Perkins funds to initiate professional development for student services, specifically pathways advisors, to increase awareness and understanding of the Perkins accountability measures. Designated pathways advisors will develop action plans regarding accountability measures that are below expectations.

##### 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)]**

At the secondary level, the CTE Administrator meets with instructors, district administration, human relations, principals, and financial departments to discuss the need to hire correctly-licensed CTE teachers. Advisory Committees, MDE and postsecondary CTE Instructional Programs have also been contacted to offer candidates. Student teachers in CTE are also encouraged to apply where openings exist. Teachers holding CTE variances or are hired as Community Experts are highly encouraged to seek the CTE license and are supported through the process of licensure.

New teachers to Saint Paul CTE, attend 6 hours of "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 allows 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. MDE licensing provided an information session on portfolio method of earning CTE licenses, in which 30 teachers attended.

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 by serving on Program Advisory Committees or through internship opportunities.

## 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.**

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 FY17, 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 (CAHIIM), Respiratory Therapy through the Commission on Accreditation for Respiratory Care (CoARC), Pharmacy Technician through the American Society of Health System Pharmacists (ASHP) and the Accreditation Council for Pharmacy Education (ACPE), Medical Laboratory Technician through the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), Culinary Arts through the American Culinary Federation Education Foundation Accrediting Commission (ACFEF), and Business Management/Business Information Technology through the Accreditation Council for Business Schools and Programs (ACBSP). The College also gained accreditation through the National Institute for Metalworking Skills (NIMS) for the Machine Tool program, and The Association of Processing and Packaging Technologies (PMMI) for the Electromechanical Systems Program.

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. This information is highly valued, as it gives students voice and dictates the development of programming to meet students needs.

## How Programs of Study Affects Outcomes

**Q8) Describe the process your consortium used to identify Rigorous Programs of Study (RPOS). Include action steps, stakeholders involved, and timeline. Also list the strengths and areas for improvement of the RPOS for your consortium. In what ways did your self-evaluation of the 10 elements of the RPOS influence the selection of activities and strategies found within this plan? [Sec. 135 (b)(1)]**

In January 2017, Saint Paul College Academic and Student Affairs Administration and the Saint Paul Schools Office of College and Career Readiness Administration, held a joint planning meeting using the compression planning model.

Lead by the Dean of Research, Planning and Effectiveness, this strategic planning process provided an opportunity to review the current POS, RPOS and activities of FY17 and provided the parameters for the development of the FY18 Perkins Plan.

Usage of the 10 elements of rigorous POS influenced the development of the FY18 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.

## Goal 1 Narrative

### Narrative for Goal 1: Designing and Implementing Programs of Study

Your Goal 1 narrative must include descriptions of the following elements:

1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]
2. Describe opportunities for early college credit [Sec. 135. (c) (10)]
3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]
4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]
5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]
6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]
7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]
8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]

**1. Describe Program of Study (POS) Design and Implementation: Each consortium has identified at least 1 Rigorous Program of Study for the Consortium using the 10 components in their design and implementation. Each consortium must have at least 7 Programs of Study and one Rigorous Program of Study. It is recommended that each consortia have at least 1 State-Approved POS in each career field. State-Approved POS are encouraged to be developed in high-skill, high-wage, or high-demand occupations [State requirement; Sec 134 (b) (3) and (b)(8C)]**

Lead by the Dean of Research, Planning and Effectiveness at Saint Paul College, in January 2017, Saint Paul College and Saint Paul Public School District leadership participated in Compression Planning, to review current partnerships and develop future Saint Paul Consortium activities and programming as well as to drive the development of and provide a voice to aid in prioritizing areas of focus in the FY18 Perkins Plan. Each of the existing State approved Programs of Study (POS) and Rigorous Program of Study (RPOS) was discussed, considering each partners assessment of the pathway, current employment data, demand and wages as well as Perkins indicator performance, ensuring all participating members of the consortium benefit from programming and expenditures.

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

In FY18, the Saint Paul Consortium plans to focus on creating POS in Welding, Transportation and possible Agriculture and continueing support of the following State Approved POS:

- Business Management and Administration/Administration Support Services
- Architecture and Construction/Construction
- Manufacturing/Production (NIMS)
- Information Technology/Web and Digital Communications
- Hospitality and Tourism/ Restaurants and Food Beverage Services
- Health Science Technology/Therapeutic Services
- Business Finance/Accounting
- Health Science Technology/Diagnostic Services

Saint Paul Consortium Plans to continue RPOS:

- Information Technology/Network Systems
- Construction, Transportation and Welding (In development, explore adding in FY18)

In FY2017, 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 FY18.

In addition to 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. One of the challenges with Articulated credit and College in the Schools from the U of M, is ensuring that a student who has earned these credits and subsequently enroll in College, actually receives the credit they are entitled to. Right now the process relies on the student to notify the College and provide proper documentation. In FY18, options will be explored for the tracking of concurrent and articulated college credit within the students HS transcript and procedures determined to improve the likelihood that these credits are indeed transcribed/transferred at the College level.

Striving to build Rigorous Programs of Study (RPOS) or career pathways in all of the high schools, Saint Paul Public Schools is completing a redesign of the CTE courses and programs throughout the District, in alignment with the Saint Paul Public Schools Strong Schools, Strong Communities 2.0 Strategic Plan. Funds will continue to be utilized for planning and coordination of this effort to develop rigorous courses and career pathways that lead to industry-recognized credentials or certificates at the Postsecondary level, as well as, development of all aspects of industry including internship and employment opportunities.

CTE Pathways and Programs in FY18 will consist of:

- Continuing the expansion of the Health Science Pathway at Humboldt Secondary School. Planning in FY17 has lead to an additional course offering. Physiology and Anatomy began in FY17 to supplement the First Responder courses being offered by brokering through Inver Hills College and the CNA course offered through Saint Paul College Workforce Training and Continuing Education department. Medical Terminology will be added this fall and finally Medical Careers will begin in 2019.
- The Saint Paul Consortium is offering the Health Core Curriculum at LEAP and Harding high schools, providing more options for students to experience high wage, high demand occupations in our metro area and articulated CTE courses in the high schools. In 2017, Bremer Bank

provided funding to support the start up funds for the new course development. Adding a leadership component to this pathway will be explored and possibly offered in FY18 in collaboration with SPC.

- The Academy of Finance (AOF) first cohort of students will be graduating in 2017. The PSEO by contract capstone course was offered for transcribed credit in 2017, taught by a SPC instructor at Como High School, with the high school instructor supporting the students in the classroom. This year, the AOF Academy program has grown to include 350 students. A College Navigator, funded by the Youth Careers Connect grant associated with the Academy of Finance, is responsible for providing high touch support to AOF students in their transition on the postsecondary education, especially those who are transitioning to Saint Paul College. This position assists the Como AOF students with college applications, financial aid, and will assist with the transfer of articulated credits earned through the AOF.
- Planning by stakeholders and instructors in FY16 and 17, has brought about high school curriculum changes in Culinary Arts courses. Ready to be implemented in FY18, all schools offering Culinary Arts, will offer the ProStart curriculum, providing an industry focused, rigorous curriculum, developed by the Restaurant Association. This curriculum offers opportunities for leadership development and student based organizations as well as articulated for college credit. To provide standardization of curriculum across the district, professional development will be provided as the high schools adopt this curriculum. Revised articulation agreements will be developed in FY18.
- Through curriculum design and in collaboration with the Math instructor, Gordon Parks students will continue to participate in an Electricity course, supplementing the current Agriculture, Foods and Natural Resources coursework. This course aligns to the Electrical Apprenticeship Training Center curriculum and prepares students for direct entry into apprenticeship. Working with the math instructor, cross content strategies will be used to apply math concepts in CTE and provide applied learning for students in math.
- Two new POS began in FY17 in high wage, high demand pathways at Humboldt and Central High School. Braiding of funds with community partners will continue to provide the resources needed to implement large scale pathway design. As pathways are developed, the RPOS model is used to ensure students are provided with opportunities for college credit attainment, industry certificates, work based learning, and strong business and industry involvement. Supported by a grant from Greater Twin Cities United Way, and in partnership with Trades and Labor, city, business and community partners as well as Saint Paul College, Humboldt continues to add a Welding Pathway and Central adding a Construction Pathway. Instructors participated in Multicraft Core Curriculum (MC3) training to offer this industry recognized curriculum which provides direct entry into any of the local Trades areas. Students in these pathways are also encouraged to attend either of two, paid summer MN Trades Camps where they will spend 4 days at each apprenticeship training sites, experiencing firsthand the different trades and complete Pro10 as well as OSHA 10 curriculum.
- Planning is in process to apply for GTCUW grant funds that may allow for the development of an Animal Science/Vet Tech Pathway at Highland High School. If funding is secured, this program will likely be brokered with Dakota County Technical College.
- Planning in FY16 has lead to offering of The Legacy Program at Harding High School. This afterschool program provides 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. Needing to create more career pathways at Harding, currently leadership is exploring adding an Energy Pathway to the Greater Twin Cities United Way Grant funding.
- Realizing that nontraditional career decisions are made very early in a child's life, in 2017, Saint Paul Public Schools, piloted the first 5<sup>th</sup> grade Career Exploration Career Fair Event. Advisory Committee members, CTE teachers and students from several of our high schools and middle schools attended the Jackson Elementary School Career Fair, showcasing their leadership skills by creating engaging and informative hands on activities for the younger students to explore CTE careers. Careers highlighted included, Engineering, Robotics, Computer Programming, Aviation, Medical First Responder, Agriculture, Food and Natural Resources, Automotive and Construction.

Secondary Perkins Funding will provide for the positions that oversee the Career Academies, POS and course pathway development, and directly support the high school programs as the CTE programs are implemented, coordinate Advisory Committees, develop and maintain community partnerships, create work based learning (WBL) opportunities including paid internships, summer and after school CTE opportunities and Early College programming in CTE pathways.

Postsecondary Perkins funding will provide for the positions that support new students in their transition to College (Recruiters/Admissions Specialists) as well as their advising and guidance in career pathways (pathways advisors).

## **2. Describe opportunities for early college credit [Sec. 135. (c) (10)]**

Through continued consortium collaborations, there are currently many opportunities for CTE students to earn college credit while in high school. When new CTE courses are designed at the secondary level, the college partners are consulted and courses are designed to match the college course outcomes.

Expanding the CTE pathways and academies in the high schools create more opportunities for articulated credit and concurrent courses in Health Science, Information Technology, Business Finance, Welding and Construction. CTE Cohort groups and pathway concentrators will have the options to graduate earning 12-16 college credits through participation a variety of concurrent and articulated college credit. Pathway students have counseling support as they navigate the early college options that may include CLEP, PSEO, concurrent Minnesota Transfer Curriculum, Advanced Placement, International Baccalaureate, etc.

The Consortium continues to find the most effective way of tracking numbers of articulated credit earned. Currently articulated credit is tracked and assessable to students through CTEcreditMN. In FY18, this process will be evaluated and other options will be explored to track achievement of credit through the articulation process.

All students in Saint Paul Public Schools have opportunities for dual credit through the Career Pathways Academy (CPA) offered at Saint Paul College. The Consortium created CPA to 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 and Computer Fundamentals.
- New CPA courses and schedules will be explored during 2018 including Culinary and Cosmetology as well as before school, afterschool, spring breaks, vacations, etc. Additional courses might also include an CTE exploratory 10<sup>th</sup> grade course.

FY18 Secondary and Postsecondary funding will support the management and coordination of the CTE early college opportunities.

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 this past year 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 a Director of development, curriculum and instruction in 2017-2018 will continue to further assist in the improvement and development of CTE face-to-face and hybrid courses to increase learning and student engagement. In addition, this position will be an integral part of the alignment of course and program outcomes at the College

**3. Describe secondary teacher and postsecondary faculty and counselor involvement in POS [State requirement; Sec. 134 (b) (5)]**

When designing Programs of Study, the Saint Paul Consortium consults with a team of individuals including 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 community partners, College Academic and Student Affairs Leadership, and use data analysis tools to make decisions that are reflective of current metro area industry demand.

Secondary CTE Teachers have a critical role in the design of career pathways and POS. Teachers use a backwards design model, beginning with advanced training courses, certifications and industry requirements to align sequences of courses needed to prepare students for in demand career fields.

In Saint Paul Public Schools, Counselors have vital role participating to the success of a pathway from marketing, enrollment and advising, they understand the individual student supports needed and have knowledge of various programs and opportunities to create a more comprehensive POS. Counselors use the POS to assist students in creating individual career plans.

At Saint Paul College, with the new Pathways Advising model, the postsecondary consortium leader and faculty will be leading workshops with Pathway Advisors to increase their knowledge and understanding of Programs of Study in their defined pathway, as well as their role in supporting the success of the POS as well as an opportunity to provide feedback to the consortium. Academic Deans work with their faculty in designing program of study pathways as well as selecting and administering the associated TSAs.

**4. Describe strategies for improvement of academic and technical skills of CTE learners [Sec. 134 (b) (3)]**

Many CTE pathway programs and POS provide counseling services, academic tutoring and support classes such as Advancement Via Individual Determination (AVID). College Navigator positions ensure a smooth transition to college. Students at the CPA program have access to all academic supports available at Saint Paul College to ensure successful course completion, including peer tutoring and academic advising.

Secondary CTE teachers participate in building Professional Learning Communities (PLC). Through this process, teachers participate in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, working together to achieve that goal, and providing periodic evidence of progress.

Personalized learning provides students with customizable and technology enriched instruction that transforms teaching and learning to be student centered and meets the diverse needs of all of the students. All secondary instructors use Schoology as a learning platform.

Participation in a student based organization allows students to develop leadership skills, essential and technical skills and builds a CTE community. In FY18, we will explore offering a secondary or shared Saint Paul College HOSA chapter for the students in the CPA program. Additionally, we will explore providing ACE Mentoring Chapters at several schools.

All schools offering Culinary Arts will use the ProStart program curriculum, providing an industry focused, rigorous curriculum, developed by the Restaurant Association. This curriculum will offer opportunities for leadership development and student based organizations as well as articulated for college credit. To provide standardization of curriculum across the district, professional development will be provided as the high schools adopt new curriculum.

The FY18 Plans include adding a Health Care Core Curriculum course to the CTE instruction taking place at Harding and LEAP. This course will provide foundational skills and information; vocabulary and the essential skills necessary for success of the varied populations of students served in Saint Paul Public Schools, increasing the likelihood of success in more advanced career focused medical CTE certification courses.

**5. Describe strategies for addressing professional development needs of teachers and faculty in POS as well as other programs [Sec. 134 (b) (4)]**

Quality professional development is essential for educators to provide, CTE instruction. All secondary teachers participate in building level Professional Learning Communities and district wide professional development days lead by the CTE Administration throughout the year. Specialized trainings are provided to increase student achievement in math and reading as well as student engagement. These professional development sessions are logged in the PDExpress website.

Additionally, CTE teachers and staff attend National and State Conferences as well as local trainings sponsored by MDE specialists to begin to align current CTE courses with newly identified Frameworks ensuring courses maintain the quality expected.

Teachers new to Saint Paul attend a New to CTE Teacher Orientation, where the Saint Paul Public Schools CTE mission, vision and goals, legislation, instructional expectations, Perkins Plan and POS are shared. Teachers who are teaching under a variance are assisted with the CTE license via portfolio.

Having active advisory committees provides opportunities for in and out of classroom collaboration, mentoring, and SPC course auditing to ensure high school courses are providing the content necessary for college credit.

Saint Paul College faculty have ongoing professional development, both provided by the College and through professional organizations. Faculty new to the College attend three days of new faculty orientation where they learn about faculty expectations, classroom management, learning outcomes, as well as the core values of the institution. All Faculty Professional Development Days have and will continue to address culturally responsive pedagogy, using the College's early alert system, as well as awareness of and how to reduce and eliminate bias in the classroom.

**6. Describe assessment of core technical skills across high school and college that use valid (measures the content) and reliable (consistent over time and among students) assessments [Sec. 134 (b) (3 B.) and Sec. 135 (c) (19)]**

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

**7. Describe strategies for addressing the needs of adult learners through adult basic education and/or non-credit training in Adult Career Pathways [State Plan; Sec. 135 (c)]**

Saint Paul College partners with the local Saint Paul Public Schools Adult Basic Education (HUBBS) Center, as well as a number of Community Based Organizations (CBOs) that work with Adults learners, preparing them for and guiding them into career pathways. Partner CBOs include Goodwill Easter Seals and International Institute of Minnesota. Saint Paul College is a partner in a grant with the International Institute, HUBBS Center and Neighborhood House in the delivery of the College Readiness Academy (CRA), which offers free college prep classes and wraparound navigation services. The CRA improves student's entry, retention and completion rates at the College by ensuring students are academically prepared, oriented with the college system and have the personal supports necessary to be successful in College. The College has also developed articulation agreements with the Goodwill Easter Seals Automotive Program. On the non-credit training side, the College's Division of Workforce Training and

Continuing Education works with Ramsey County Workforce Solutions to train program participants in office support skills and nursing assistant, with the opportunity for some participants to choose to move on into a credit based program that will lead to higher long-term earning potential.

**8. Describe strategies for addressing All Aspects of the Industry included POS [Sec. 134 (b) (3 C.)]**

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 Travelers, Genesys Works, 3M, MNDOT, Right Track, and Ramsey County Work Force Centers, Best Prep, Junior Achievement, Program Advisory Committees, and Work Force Centers to identify and provide work based learning opportunities in high skill, high wage, or high demand occupations. Through extensive and coordinated efforts, development of industry partnerships allows CTE students to 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 available. 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, provided panel presentations at “Launch” events at each of the 7 high schools, reaching over 2,500 students. CTE presentations are also made at parent events, Career Fairs and the Thinking College Early event for middle school students and families. Aware of the importance of and the need to reach students earlier, piloted in 2017 was a fifth grade Career Fair where advisory committees, high school and middle school students created and lead students through hands on activities in many of our CTE areas. This event gave the CTE students opportunity to share their knowledge and display their leadership skills with the younger students. Plans are developing to expand this event in FY18.

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 FY18 a Health Care Scrubs Camp, and a Manufacturing Camp will be held at Saint Paul College. Camps will recruit approximately 100 students 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.

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

**Goal 1 Objectives**

<b>Goal 1 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling, Reallocation, 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, R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling
Strategies	
1. Sustain and expand offerings in the Career Pathways Academy (CPA) and increase high school options for early-college courses in high-skill, high-wage, or high-demand occupations.	
1.a. Support the Career Pathways Academy, providing opportunities for early college credit and career exploration.	
1.b. Explore, develop, and expand concurrent enrollment opportunities and certificate pathways and increase opportunities for nontraditional participation and completion in courses that attract high numbers of participants through collaborations between the CTE Staff, Perkins Coordinators, Administration, Academic Deans, and Faculty.	
Outcomes	
1.a. Secondary students are prepared for college and career opportunities by earning college credit through early college enrollment.	
1.b. Secondary students have a variety of opportunities to earn concurrent and articulated credit	
Measures	
1.a. End of course grades and transcripts.	
1.b. Courses are aligned or modified to create pathways and certificate earning programs	
<b>Reallocation Explanation</b>	Fees for zspace software and lease that was approved in fy17 by MDE. Applied to line 430 in the amount of \$9,141.38 and in line 820 in the amount of \$18,500.00
<b>Post-Secondary Required Activities</b>	\$53,095.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</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>	\$53,095.00
<b>Secondary Required Activities</b>	\$92,327.86
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</b>	\$0.00
<b>Secondary Reserve</b>	\$0.00
<b>Secondary Reallocation Basic</b>	\$27,641.38
<b>Secondary Reallocation Reserve</b>	\$0.00
<b>Secondary Total</b>	\$119,969.24
<b>Total</b>	\$173,064.24
<b>Goal 1 Objectives 2</b>	

<b>Required/Permissive Uses 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
<b>Strategies</b>	
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.	
<b>Outcomes</b>	
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.	
<b>Measures</b>	
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.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$47,711.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</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>	\$47,711.00
<b>Secondary Required Activities</b>	\$78,857.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</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>	\$78,857.00
<b>Total</b>	\$126,568.00

<b>Goal 1 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services
<b>Strategies</b>	
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.	
<b>Outcomes</b>	
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.	
<b>Measures</b>	
3.a. Percentage of programs assigning a Technical Skill Assessment and pass rates of students on skill assessment tests.	
3.b. Attendance at Statewide TSA Planning Meetings.	
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.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$20,850.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$856.78
<b>Post-Secondary Reallocation Basic</b>	\$0.00
<b>Post-Secondary Reallocation Reserve</b>	\$0.00
<b>Post-Secondary Total</b>	\$21,706.78

Secondary Required Activities	\$12,500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,500.00
<b>Total</b>	<b>\$34,206.78</b>

**Goal 1 Objectives 4**

Required/Permissible Uses of Funds*	P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
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Strategies

Use systemic needs assessment to ensure CTE courses offer relevant and rigorous coursework for all students at the secondary and postsecondary level.

4.a. Support the development of pathways and courses, including the purchase of equipment and technology for CTE teachers in the high schools and Career Pathways Academy to keep current with expectations of industry.

4.b. Continue to develop the Agriculture Education program at Humboldt, Highland, and Gordon Parks Senior High providing opportunities for an FFA organization, articulation with postsecondary, and attend training for the CASE curriculum.

4.c. Through brokering, develop Medical pathways at LEAP and Humboldt High Schools in CNA at both schools and First Responder at Humboldt.

4.d. Continue researching curriculum, articulating classes and planning a Construction Trades/Welding RPOS.

4.e. Develop educational material to help students understand the different pathway opportunities offered in collaboration with SPPS. These materials would include Career Pathways Academy, the Early College Model, and other opportunities provided by the College.

Outcomes

4.a. Courses, materials and equipment prepare students for industry requirements.

4.b. Students have access to rigorous curriculum, opportunities to increase engagement, develop and demonstrate leadership skills and earn early-college credit.

4.c. Students have access to high wage, high demand career pathways.

4.d. Consortium develops plan for Construction Trades/Welding RPOS.

4.e. Students understand different pathway opportunities offered at the College

Measures

4.a. Articulation Agreements, Technical Skill Assessment, and new course/pathway offerings.

4.b. FFA roster and conference certificate.

4.c. Number of students earning participating and completing certificates.

4.d. RPOS offerings.

4.e. Increased participation of SPPS students in pathway programs offered in collaboration with Saint Paul College.

<b>Reallocation Explanation</b>	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$83,189.54
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$83,189.54
<b>Total</b>	<b>\$83,189.54</b>

**Goal 2 Narrative**

**Narrative for Goal 2: Effectively Utilize Employer, Community, and Education Partnerships**

\*

Your Goal 2 Narrative must include descriptions of the following:

1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]
2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]
3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec. 134. (b)(8 C.)]
4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]
5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]

**1. Describe strategies for providing student access to All Aspects of the Industry, including work-based experiences and internships [Sec. 134 (b) (3 C.)]**

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

As Career Pathways are designed, work based learning is integrated throughout the course planning sequence. Work Based Learning Coordinators are hired to build the pathways with industry partners which include companies such as the Construction Careers Coalition, Right Track, Genesys Works, 3M, Travelers, Thompson Reuters, Ecolab, Mortensen Construction, McGough Construction and many more.

Last year 1500 secondary students participated in internships and 2687 participated in job shadows or other events such as the Construct Tomorrow event or the Saint Paul College Career Fair, where students completed hands on projects along side of college students.



Over 200 job shadowing visits were planned by Work Based Learning Coordinators last year and this number will grow as pathways further develop. Strengthening collaborations, we are beginning to offer credit for Right Track students who are eligible for summer term. Work based learning coordinators are teaming with Right Track to provide Career Seminar programming allowing students to earn credit for their summer internships.

Many of Saint Paul College’s CTE programs include visits to industry partners, internship opportunities, or on the job experience. This past year the Carpentry program provided most of the Carpentry work for a new home built through a non-profit organization that provides affordable housing to disabled military Veterans. The College is also the recipient of a grant from Travelers for the Travelers EDGE (Empowering Dreams for Graduation and Employment) program. This program is designed to prepare low-income and students of color for careers in the insurance and financial services industries, including internship opportunities.

**2. Describe how program advisory committees are involved in continuous program improvement and are established consortium-wide—where feasible—including movement to joint secondary/postsecondary advisory committees [Sec. 134 (b)(5)]**

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. Minutes and agendas reflect discussions of curriculum, equipment and standards. The recommendations of the advisory committees are strongly considered when upgrading equipment or curriculum. Examples of this include the Culinary Arts Advisory consultation before beginning the Pro Start Curriculum and the Equipment purchases made for the Automotive Center. Often times Advisory Committees discussion will lead to the donation of equipment they have on hand.

Secondary Advisory committees and teachers use the Program Approval Rubric to rate each of the 11 CTE programs areas required for continuous program improvement. In May, the Secondary Advisory Committee as a whole was apprised of the process and the rubric shared. In August, the Advisory Committees will complete their Program Approval rating sheet using the rubric.

**3. Describe how program advisory committees are involved in identifying high-skill, high-wage, or high-demand occupations within the region [Sec.134. (b)(8 C.)]**

Program Advisory Committees discuss emerging fields within the program area and identify skills and training that is needed to ensure program graduates are prepared for the program occupations that that are most in demand with high wages. This feedback is reviewed by program faculty and administration, and curriculum changes are implemented as needed. The Advisory Committees also recommend the development of new programs, in alignment with those new emerging fields, where modifications to existing programs is not enough to address industry demand and changing occupations.

**4. Describe partnerships with other initiatives or providers that support transitions for high school and adult students. Examples: ABE, business, labor, WorkForce Centers, customized training, programming conducted under NCLB, and alternative high school programs (Area Learning Centers, alternative high schools, charter schools, etc.) [Sec. 135 (b)(5)]**

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 partners with the local Saint Paul Public Schools Adult Basic Education (HUBBS) Center, as well as a number of Community Based Organizations (CBOs) that work with Adults learners, preparing them for and guiding them into career pathways. Partner CBOs include Goodwill Easter Seals and International Institute of Minnesota. Saint Paul College is a partner in a grant with the International Institute, HUBBS Center and Neighborhood House in the delivery of the College Readiness Academy (CRA), which offers free college prep classes and wraparound navigation services. The CRA improves student’s entry, retention and completion rates at the College by ensuring students are academically prepared, oriented with the college system and have the personal supports necessary to be successful in College. The College has also developed articulation agreements with the Goodwill Easter Seals Automotive Program. On the non-credit training side, the College’s Division of Workforce Training and Continuing Education works with Ramsey County Workforce Solutions to train program participants in office support skills and nursing assistant, with the opportunity for some participants to choose to move on into a credit based program that will lead to higher long-term earning potential.

**5. Describe collaboration efforts that lead to improving CTE programs (e.g., WorkForce Center, non-profits, service organization, Chambers) [Sec.134. (b) (5)]**

The Consortiums involvement on the WIB and Youth Council allows an opportunity to share in the development of WIOA Plans and provides an opportunity to collaborate and develop new programs and identify and remove barriers our students face in obtaining employment. For example, after learning of the lack of counselors and high caseloads our counselors are faced with, the Ramsey County Workforce Center now provides paid college intern positions in our Career and College Centers, where interns work in our high schools with students to connect students to opportunities as well as assist them with career planning.

Secondary CTE programs are improved by working with non profits to allow students to participate in CTE work based learning activities. These collaborations include such things as Construct Tomorrow, Urban Boat Builders, Right Track, Genesys Works, Brand Lab, Junior Achievement, Best Prep and Goodwill.

Many of our Advisory Committee members belong on the Chamber of Commerce and introduce us to new partners, whereby cultivating new WBL opportunities.

For postsecondary, Saint Paul College has a healthy portfolio of partnerships with community based organizations, ABE, as well as Ramsey County Workforce solutions to provide pathways into CTE programs via articulated credit partnerships as well as non-credit training through Workforce training.

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

**Goal 2 Objectives**

<b>Goal 2 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R1 Academic Integration , R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
<b>Strategies</b>	
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 SPSS 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.

<b>Reallocation Explanation*</b>	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$2,466.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$2,466.00
Secondary Required Activities	\$2,600.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,600.00
<b>Total</b>	<b>\$5,066.00</b>

Goal 2 Objectives 2

<b>Required/Permissive Uses of Funds*</b>	R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition, Reallocation, R1 Academic Integration , R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
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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.

<b>Reallocation Explanation*</b>	Reallocated assigned to same goal and activity as Basic Reserve to cover an increased to teachers contracted salary. Assigned to line 140.
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$13,055.49
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,029.52
Secondary Reserve	\$20,590.92
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$938.16
Secondary Total	\$35,614.09
<b>Total</b>	<b>\$35,614.09</b>

**Goal 3 Narrative****Narrative for Goal 3: Improve Service to Special Populations**

Your Goal 3 Narrative must include descriptions of the following elements:

1. Describe strategies employed to ensure access to and success of students in programs of study nontraditional by gender [Sec. 134 (b) (10)]
2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. [Sec.134 (b) (3) (8A &B)]
3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]
4. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
5. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]

[5,000 word limit]

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

The Saint Paul Consortium makes every effort to market and increase gender equity within programs of study.

Saint Paul Public Schools and Saint Paul College marketing department makes intentional efforts to feature nontraditional students in publications, events and in all communication. The cover story of the Spring 2017 magazine featured a male child development program graduate and the upcoming magazine will feature women in welding.

Every year Saint Paul College hosts a Career Fair for Saint Paul Public School students. Attendees are CTE students from the high schools. Each group visits two classroom/ programs, one program that is a male nontraditional by gender program and one program that is a female nontraditional by gender program. In some sessions, college students volunteer to work with the high school students to complete hands on projects and engage in meaningful conversations about the training they are participating in and their goals for the future.

Career Academies and Pathways are intentionally developed in the nontraditional by gender program areas, and provide opportunities for mentorships, internships, tours, and classroom speakers such as including Women in the Trades, Women in IT, etc. This year a cadre of women from Mortensen Construction attended each Engineering class at Johnson High School, sharing their career stories and presenting the pathway and opportunities for women in construction industry. Each Career Pathway requests students who are nontraditional to assist in the recruitment of students coming up through the educational system. Activities include the Elementary Career Fair, middle school Thinking College and Career Early Fair, Launch Events, Pathway recruiting events, etc.

Every effort is made to recruit nontraditional by gender instructors, which contributes to attracting more females in nontraditional career areas.

After sharing the secondary Perkins Indicator performance and the discussing the need to improve 6S2, Nontraditional Completion, the Saint Paul Advisory Board suggested an exit survey of nontraditional students when leaving a pathway. Planning will take place in Fall 17 to implement this tool to determine causes for students leaving a nontraditional career pathway.

In FY18, planning and development of the Medical Pathway at Humboldt and Agriculture, Foods and Natural Resources Animal Science pathway at Highland will offer students more opportunities to specialize in one nontraditional career field.

Additionally, students in Saint Paul Schools have access to a K-16 engineering pipeline. 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 PLTW Engineering courses.

Saint Paul College is also making increased efforts related to nontraditional participation and persistence. 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. Saint Paul College will be sending a number of staff members to the upcoming STEM Equity Workshop, followed by discussion and action items of how the College can improve its "reach" to diverse student populations, including women, to pursue careers in STEM. Staff attendance at this workshop also serves as catalyst to keep the discussion alive and relevant in Student Services as to the Perkins 5P1 and 5P2 accountability measures.

**2. Describe connections to local, regional and state wide initiatives that support special populations, e.g. STEM Equity Pipeline, Employment First, etc. Sec.134 (b) (3) (8A &B)]**

The Saint Paul Consortium participated in the Stem Equity Pipeline (SEP) State Pilot from 2007-2010. Last month, the CTE Engineering Teacher who participated in the SEP was invited to attend Arlington, Virginia to share best practices, network and to gain strategies and other resources to help improve nontraditional participation and completion. Attending this Institute and Equity Conference helped to provide practices and resources useful to improving the Consortiums Nontraditional Participation and Completion indicators. Future plans include several staff attending the STEM Equity workshop June 19<sup>th</sup>, 2017 and then sharing information learned with CTE teachers during a CTE Professional Development Days.

Saint Paul Public Schools participates in a statewide Employment First initiative, called the Employment Capacity Building Cohort. The cohort meets several times a year and has established goals each participating district must meet. The intent of this cohort is to increase the number of students with developmental cognitive disabilities entering into competitive integrated employment. Saint Paul's goal is to have 25 students, in the Omstead focus group (18 to 21 year olds), in competitive integrated employment by the end of this year.

Saint Paul College partners with local, regional and statewide organizations and initiatives to support special populations through scholarship, grant and pathway partnerships. This includes funding from Women's Foundation of Minnesota for Women in Trades Careers Scholarships and Sampler Career Events, emergency funding from Minnesota DEED for Women in the Trades, Minnesota Office of Higher Education grant funding to improve the persistence and completion of students of color in developmental education, and multiple partnerships with Ramsey County Workforce Solutions to provide training for economically disadvantaged families, single parents, and people with other barriers to educational achievement.

**3. Describe strategies and outcomes adopted to overcome barriers for special populations and increase rates of access and success in CTE programs. [Sec. 134 (b) (8 A.) and [Sec. 134 (b) (8 B.)]**

The Saint Paul Consortium ensures students receiving specialized services have opportunities to participate in career assessment, work based learning and attend college visits.

All high schools offer access to a Practical Assessment Employment System (PAES) Lab, supervised training sites and training through partnerships with Goodwill and other nonprofit organizations.

Realizing students need for access to and in the transition process to post secondary, a Secondary Special Education Career Accommodations Specialist works part time at Saint Paul College, where assistance is given to high school students with special needs, who are exploring attending Saint Paul College after graduation. In this program, students can get acclimated to Saint Paul College, audit classes if desired, complete career assessments and take college placement exams as well as get connected with the college support programs.

Saint Paul College's recent reorganization to a Pathways Advising Model, is one strategy Saint Paul College has deployed to improve service to special populations and provide support in overcoming barriers. The new Advising Pathways model has Advisors dedicated to specific CTE area: Health

Pathways, Business, Trades, and STEM. It also includes an advisor assigned specifically to students with limited English Proficiency who are enrolled in the English Language Learner program. The Dean of Trade Programs and the Director of Access and Disability Resources have increase their collaboration by working together with CTE faculty members to identify accommodations for students with disabilities that work in the CTE lab environment, to ensure that students needs are being met in a way that works for the student, instructor, and the general learning environment without comprising course outcomes.

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

The Saint Paul Public School District provides specialized services and related services according to the federal mandates of the Individual with Disabilities Education Act and the State of Minnesota's rules and statutes.

Each secondary CTE course is open to students who meet the prerequisites. Most CTE courses do not require prerequisite. Student may discuss alternatives to prerequisites with their counselors at the time of course enrollment.

Students, who need academic support, are provided such in CTE courses as directed by the IEP.

Students in the CPA are able to enroll in PSEO or concurrent enrollment criteria by any of the 3 categories with a letter of recommendation for a counselor.

Students with IEP's are provided accommodations on the Accuplacer assessment through the Saint Paul Public Schools Career Accommodation Specialist in partnership with the Saint Paul College Disability Resource Department.

Using multiple measures of assessment, students have greater access to college courses. Saint Paul College and Saint Paul schools are in the final stages of completing a MOA outlining the formal agreement to use GPA, MCA, and enrollment in support class students as criteria for enrolling in the Concurrent Enrollment Early College courses.

At the College during the 2015-2016 Academic Year Saint Paul College embarked on a mission, creating a taskforce led by the Chief Diversity Officer, to develop an Equity and Inclusion Plan that aligns with the College's Strategic Plan. As a part of the plan, the following "Inclusive Vision and Values Statement" was created.

*Saint Paul College promotes and recognizes the principles of equity, inclusion and social justice in relation to—and across the intersectionality of—race, age, color, ability, religion, national origin, sexual orientation, socio-economic class, ethnicity, gender identity and expression and other identities represented among our students, faculty and staff. By appreciating and respecting the importance of equity and inclusion, we acknowledge that the collective membership and community of Saint Paul College will foster a culture and atmosphere of belonging, collaboration and mutual respect. Saint Paul College seeks to empower and engage students, faculty and staff in actions that contribute to accomplishing the objectives and goals of our College.*

This plan analyzes current and recommended College initiatives through the equity and inclusion lens, providing guidance and recommendations to ensure that not only will special populations not be discriminated against, but rather they will be embraced and supported. This expectation will continue to be repeated to all staff at the College including advisors, academic deans, support staff, access and disability resources. These individuals will specifically work with faculty to ensure the classroom learning environment is open and welcome to all students regardless of their status.

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

Saint Paul Public Schools partners with several agencies to ensure students have access to high skill, high wage and high demand occupations. Many partnerships provide internships, career awareness, career exploration, career training and industry certifications. Partners include Opportunity Partners, Fresh Grounds, SPC Career Evaluation, SPPS Nutrition Services, SPPS Human Relations, VRS, Hmong American Partnerships-soldering, Right Track, Goodwill, Ramsey County Workforce Center, MN Trades Academy, local apprenticeship training centers and Genesys Works.

By creating CTE Pathways in high wage, high skill, high demand areas, students have options to earn Industry Certifications which permit our students to readily access the workforce by demonstrating specific skills. Certificates include ServSafe, OSHA 10, Microsoft and IC3 and Emergency Medical Responder, and Certified Nursing Assistant. Pathways also provide Job Shadows, mentors, internships, academic supports and guidance and counseling supports to ensure students are supported in the high skill CTE areas.

Work Based Learning Coordinators attend professional development opportunities including monthly Professional Learning Community meetings and monthly meetings where information is shared such as local opportunities for employment, apprenticeship training, labor laws, industry forecasting, community based partnerships etc. In addition, All CTE teachers attend Professional Development days and Advisory Committee meetings hosted at local businesses where teachers can witness first hand career options that provide employment in high demand, high skill and offer high wage. Teachers also are encouraged to attend State and National conferences such as CTE Works!, ACTE, MNACTESNP, MNFACS and other conferences where they can acquire best practices.

When the College proposes a New Program and is seeking approval, one of the required documents is a Labor Market/Analysis/Employment Outlook. The Academic Dean and faculty member leading the proposal must provide evidence that this new program leads to high skill, high-wage or high demand occupations. Faculty are required to participate in an Annual Program Review and Area of Study Enhancement (APRASE) process where they review a dashboard customized to their program that contains a plethora of student demographic data, as well as wage information in the 7 county area. This data is used by faculty to assess strengths and weakness of their program, and determine action projects for the following year.

**6. Describe how expectations are consistent for all learners in high school and college including members of special populations [Sec. 134 (b) (3)]**

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.

At the postsecondary level, the College reinforces that expectations and learning outcomes are consistent for all students. The Director of Curriculum and Instruction, the Director of Tutoring and the Director of Access and Disability Resources all work with faculty on strategies and methods to adapt instruction to a broad range of students with varying learning styles and incoming skill sets. Specifically, the Director of Access and Disability Resources as well as the Academic Dean work with individual faculty who need assistance in adapting the accessibility of their course, while ensuring expectations remain consistent.

Secondary students with special needs receive comprehensive work-based learning, career exploration, assessment and evaluation opportunities with the extended potential to practice skills gained within their work-based learning courses. CTE teachers collaborate with Specialized Services staff in the use of general education curriculum materials with differentiated instruction, Universal Design for Learning (UDL) tools and Assistive Technology (AT) tools.

**Goal 3 Objectives**

<b>Goal 3 Objectives 1</b>	
<b>Required/Permissive Uses of Funds*</b>	R9 Special Populations, P2 Counseling, P4 Additional Special Populations, P6 Mentoring/Support Services, Reallocation
Strategies	
3.d. Continued use of the Early Alert Referral System to identify and connect with students experiencing difficulties, and students who may be likely to experience difficulties	
Outcomes	
Improve Student Retention or Transfer Postsecondary Indicator	
The Advising and Counseling Team, along with the One Stop will provide more robust and proactive services to students in academic difficulty	
Measures	
3a) Perkins indicator 3P1 Student Retention or Transfer Measurement	
3b) Useage reports by faculty and staff of new Early Alert System	
<b>Reallocation Explanation</b>	Saint Paul College recently implemented a new Pathways Advising Model. The College does not currently have a third party retention tool, and uses a homegrown early alert system (EARS). The College is seeking to purchase a third party software that not only includes a robust early alert product, but also predictive modeling to identify at-risk students and isolate systemic barriers to completion. This product will dramatically increase the College's ability to serve our at-risk student populations, which is disproportionately comprised of special populations. Funding for this purchase will come from multiple sources, including Office of Higher Education grant funds to address educational attainment disparities.
<b>Post-Secondary Required Activities</b>	\$0.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$0.00
<b>Post-Secondary Reserve</b>	\$0.00
<b>Post-Secondary Reallocation Basic</b>	\$10,751.20
<b>Post-Secondary Reallocation Reserve</b>	\$4,260.46
<b>Post-Secondary Total</b>	\$15,011.66
<b>Secondary Required Activities</b>	\$0.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</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>	\$15,011.66
<b>Goal 3 Objectives 2</b>	
<b>Required/Permissive Uses of Funds*</b>	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. New Outreach Coordinator coordinates on campus events highlighting nontraditional CTE programs.	
Outcomes	
1.a. Students have access to information and are involved in engaging programs nontraditional by gender.	
1.b and 1.c. Increase or maintain Consortium Negotiated Performance levels for Nontraditional Participation and Nontraditional Completion (6S1, 6S2, 5P1, 5P2).	
Measures	
1.a. Class Roster.	
1.b. and 1.c. Perkins indicators 6S1, 6S2, 5P1 & 5P2.	
<b>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$19,870.00
<b>Post-Secondary Permissible Activities</b>	\$5,795.49
<b>Post-Secondary Admin Cost</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>	\$25,665.49
<b>Secondary Required Activities</b>	\$4,900.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</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>	\$4,900.00
<b>Total</b>	\$30,565.49
<b>Goal 3 Objectives 3</b>	
<b>Required/Permissive Uses of Funds*</b>	R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
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	
Post-Secondary Required Activities	\$56,921.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$56,921.00
Secondary Required Activities	\$12,517.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$12,517.00
Total	\$69,438.00

Goal 3 Objectives 4

Required/Permissible Uses of Funds\* R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services, P10 Student Transition

Strategies

- 3. Maintain consistent expectations and retention goals for all students at risk and for all learners in high school and college. Continue to survey students and analyze data by program and demographic areas to address trends and patterns related to persistence.
- 3.a. 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	
Post-Secondary Required Activities	\$67,138.00
Post-Secondary Permissible Activities	\$42,106.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$109,244.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$109,244.00

**Goal 4 Narrative****Narrative for Goal 4: Continuum of Service Provision for Enabling Student Transitions**

Your Goal 4 Narrative: must include descriptions of the following elements:

1. Describe flexibility in scheduling and formats that provide access for students [Sec. 135 (c) (9)]
2. Describe implementation of continuum of service provision relative to A) programs of study and B) early college credit opportunities [Sec. 135 (c) (10)]
3. Describe student services that enhance student transition [State Plan]
4. Describe transition of adult learners into the workforce [Sec. 135 (c) (9)]
5. Describe Continuum of Service Provisions/Brokering with other consortia [State Plan]
6. Describe improvement of enrollment, retention and completion for military veterans, underemployed, and unemployed adults [Sec. 135 (c) (9)]

[5,000 word limit]

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

The Saint Paul Consortium provides flexibility in scheduling and formats to meet the needs of our student population. This year, a Career Seminar CTE Work Based Learning course will be offered for credit, both after school and during the summer months through partnership with the City of Saint Paul Right Track program, Genesys Works and 3M STEP. These courses are online/in person blended format with a Work Based Learning Coordinator assigned and responsible for ensuring the CTE standards are covered.

New in FY18, LEAP school will offer a Health Care Core Curriculum online summer term course to provide more academic readiness for the Certified Nursing Assistant course that is offered during the school year.

The Legacy Initiative is offered afterschool and on Saturdays for students and parents. Though not offered for CTE credit, this student development program assists students and families with personal and academic support in CTE areas, earn financial independence and CTE certifications. This summer students will earn Certified Nursing Assistant training through the Hmong America Partnership program.

Several Camps are offered during the summer at SPC, providing students with opportunities to explore CTE high wage high demand fields of study. These include Scrubs Camp, Advanced Manufacturing Camp and Video Game IT Camp, Construction Camp.

Saint Paul Public Schools collaborates with many partners to offer summer experiences to build career pathways. This year there will be two MN Trades Academy Sessions. One for 9<sup>th</sup> and 10<sup>th</sup> grade students for a paid introduction into trades and one for 11<sup>th</sup> and 12<sup>th</sup> grade students for 9 weeks paid training and work experience.

Saint Paul College offers a portfolio of in-class, online, evening and weekend classes in an effort to meet the needs of students. 37% of Saint Paul College's course offerings in 2016-2017 were online or Web-enhanced. 20% of the classroom and web-enhanced courses were offered on the evenings or Saturdays. Many classroom courses also utilize the online learning platform, D2L Brightspace, to provide electronic access to course materials.

The 3M Sponsored Gateway STEM Camp provides up to 200 middle school students with hands on STEM curriculum experiences. High school Engineering students are hired as paid interns as they assist with the camp which also provides them opportunities to obtain necessary leadership skills.

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

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.

Integrated in each Programs of Study (POS) are supports and services that prepare students for successful college and career experiences. Supports include tutoring, counseling, mentoring and through the Legacy Foundation, financial and social supports. As each POS are built, teams anticipate students needs and integrating students supports throughout.

In FY16, Saint Paul Public Schools began planning for 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, began in FY17, included increased opportunities for concurrent enrollment, faculty mentoring, articulation agreements, and the Career Pathway Academies. Planning continues to expand these opportunities in FY18 with increased concurrent enrollment, advance standing agreements, as well as articulation agreements.

**3. Describe student services that enhance student transition [State Plan]**

Saint Paul College offers several programs that enhance student's transition from high school to college as well as Saint Paul College to 4 year colleges. A shared Saint Paul College/SPPS position works with high school students pursuing PSEO opportunities, as well as transitioning high school seniors into the Power of YOU Program. This includes assistance with FAFSAs, college application, assessment testing, as well as individualized academic advising.

Pathways Advisors work with students who transfer to Saint Paul College as well as those planning to transfer on to a four-year college or university. A designated Pathways Advisor manages the College's four-year articulation agreements and advising students on the transfer process to a four-year institution.

Saint Paul Public Schools offered a multitude of supports to assist students in transition to college, apprenticeship training, and or directly enter the workforce. Support classes such as AVID are available at most secondary schools, counseling, tutoring and mentoring experiences are included in the Early College and Career Pathway and Academy programs. As pathways are developed, supports are integrated to ensure students success.

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

The average age of a Saint Paul College student is 27, with over 54% of students over the age of 24. With that in mind, all of Saint Paul College's services, including advising and career and placement, are designed with our adult student populations in mind.

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

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. Currently articulations and PSEO by Contract is provided by Inver Hills for Emergency Medical Responder at Humboldt Secondary School as part of their Medical Career pathway. There are numerous articulation agreements outside the consortium especially in the area of Agriculture, Foods and Natural Resources. Automotive is articulated at Dakota County Technical College as well as Dunwoody.

In addition, Saint Paul School District is looking into advanced standing in some of the Trades pathways for students who are directly entering apprenticeship training programs.

Saint Paul College is partnering with Roseville High School and Irondale high school on CTE pathways. Saint Paul College and Roseville Schools received an Office of Higher Education grant to develop two CTE concurrent enrollment courses in the digital media and medical terminology areas.

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

Saint Paul College works with a number of Community Based Organizations on providing pathways for adults, including the International Institute of Minnesota for a Medical Career Pathway and Goodwill Easter Seals for a Medical and Transportation Career Pathways. Workforce Training also provides contract training in both office support skills and nursing assistant skills through partnerships with Ramsey County Workforce Solutions, HIRED, and Ujaama Place. Some of the participants in these programs choose to continue on into credit based programs, to further increase long-term earning potential. Lastly, FY17 will complete the first full year of Saint Paul College’s TRIO Student Support Services (SSS) Federal Grant Funded Program. What is unique about Saint Paul College’s TRIO SSS program is that it specifically supports students ages 24 and older. TRIO SSS success measures are persistence, retention, and transfer on to a four-year college or university. Saint Paul College continues to identify ways to serve military veterans. During FY17 CTE faculty participated in a military credit review process by reviewing military occupations related to their fields and ACE credit recommendations, to determine crosswalks to program specific credit that is than available to military veterans on the Minnesota State website.

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

**Goal 4 Objectives**

<b>Goal 4 Objectives 1</b>	
<b>Required/Permissive Uses 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>	
<p>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.</p> <p>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.</p> <p>1.c. Supervise the enrollment of high school students through the CPA and the College Learning Center.</p> <p>1.d Offer Summer Bridge programs at Saint Paul College for students to gain valuable skills to help with transition into college.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>1.i. Provide training for high school concurrent enrollment instructors and Saint Paul College faculty mentors.</p>	
<b>Outcomes</b>	
<p>1.a. All SPPS students are apprised of early college opportunities and PSEO courses and in the Power of YOU program.</p> <p>1.b. Articulation agreements are reviewed and updated and accessible to students and families in the comprehensive database.</p> <p>1c. Maintain or expand college credit attainment through a variety of concurrent enrollment opportunities.</p> <p>1.d. SPPS students have opportunity to seamlessly transition into Saint Paul College.</p> <p>1.e. Provide opportunities for SPPS students to learn about the Healthcare and Manufacturing pathways.</p> <p>1.f. Increased enrollment, retention, and completion in CTE programs.</p> <p>1.g. Saint Paul College job placement rate has increased.</p> <p>1.h. Saint Paul College enrollment, persistence, and completion rate has increased.</p> <p>1.i. increased enrollment in concurrent enrollment courses.</p>	
<b>Measures</b>	
<p>1.a. Enrollment records in concurrent or PSEO courses and in the POY program.</p> <p>1.b. Completion, Retention, and Transfer records.</p> <p>1.c. College credit records.</p> <p>1.d. and 1.e. Student enrollment data and event rosters.</p> <p>1. f. Student persistence and job placement rate.</p> <p>1.g. Job placement rate.</p> <p>1.h. Perkins indicator 2P1, 3P1, and 4P1</p> <p>1.i. concurrent enrollment rosters</p>	
<b>Reallocation Explanation</b>	



Post-Secondary Required Activities	\$88,633.00
Post-Secondary Permissible Activities	\$65,445.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$29,000.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$183,078.00
Secondary Required Activities	\$101,568.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$101,568.00
Total	\$284,646.00

**Goal 4 Objectives 2**

Required/Permissive Uses 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

2.a. Improve student transitions into the College by reorganizing the Admissions Specialist team to dedicate two individuals to focus on high school students and their transition to college, 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 targeted high school outreach and increase the number of nontraditional participants in CTE programs.

Measures

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

Reallocation Explanation	
Post-Secondary Required Activities	\$46,481.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$46,481.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$0.00
Total	\$46,481.00

**Goal 4 Objectives 3**

Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, 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.

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.

Measures

3.a. Course listings and scheduling.

3.b. Secondary and postsecondary POS meet negotiated targets.

Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$4,100.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$4,100.00
Total	\$4,100.00

Goal 4 Objectives 4	
Required/Permissive Uses of Funds*	R4 Develop/Improve/Expand the use of Technology, R11 Articulation, P9 Alternative Formats, P10 Student Transition
Strategies	
4. Sustain a continuum of service provisions (CSP) for secondary and post-secondary learners to access programs of study and early college credit outside the consortium.	
4.a. Pursue opportunities for students to earn early college credit outside of the Consortium	
Outcomes	
4.a. Students have access to opportunities for early college outside of the consortium. Sustain the articulation agreement in Information Technology between Saint Paul College and Mounds View Schools.	
Measures	
4.a. Articulation listings.	
Reallocation Explanation	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Reallocation Basic	\$0.00
Post-Secondary Reallocation Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$2,900.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$2,900.00
Total	\$2,900.00

## Goal 5 Narrative

### Narrative for Goal 5: Sustain the Consortium

Your Goal 5 Narrative must include descriptions of the following elements:

1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec. 135 (c) (20)]
2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]
3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]
4. Describe collaborative budget development [State Plan]
5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]
6. Describe promotion of consortium CTE vision [State Plan]

[5,000 words]

#### 1. Describe self-assessment of consortium systems and operations, including fiscal and administration [Sec 135 (c) (20)]

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

This year, self-assessment took place via a Compression Planning session in Spring 17, where all consortium initiatives, Programs of Study, and performance measures are discussed. Information gathered from this meeting lead to the development of the FY18 Perkins Plan. This planning session, included input from the Saint Paul School District Assistant Superintendent, Principal, CTE Administrator, CTE High School Teachers and College Administration.

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

Postsecondary fiscal procedures are in place to allow for College departments to request Perkins funding. Requests are reviewed by the Deans Leadership group, which includes Academic and Student Services Deans, as well as the Vice Presidents of Academic and Student Affairs. Every year the postsecondary consortium Director prepares a budget based on the subsequent fiscal year plan along with reviewing recent historical funding, and proposes the budget to the Vice President of Student Affairs, Vice President of Academic Affairs, and the Vice President of Finance. The College's Director of Budget and Special Projects coordinates with the Consortium Director on ensuring that MnState rules and processes are followed in the creating of proper cost centers, numbering conventions, along with spending and budget transfer rules and regulations.

Secondary fiscal operations are in place to allow for CTE licensed personnel to request funding to support programs. This includes a Perkins Funding application in which CTE teachers describe their need, indicate the goal area it applies to and how this will improve CTE instruction.

Principals must sign for any equipment or items needing to be inventoried. Applications are reviewed and if approved is funneled through the MDE approval process and then on to Saint Paul Schools Administration and departmental administration such as Information Technology, Facilities, Safety, etc.

The Saint Paul Public Schools Business and Financial Affairs Office staff works to support the entire district year round with financial support, budget support, accounting standards enforcement, and quality advice on all financial matters in order to ensure the highest fiscal performance possible for Saint Paul Public Schools. The Accounting Guidelines Committee (AGC) is comprised of several members that represent various financial facets of the school district. The charter of the group is to review existing and develop new Accounting Guidelines for use by all employees of the school district. The team also reviews and discusses pertinent financial issues that relate to school district finance (policies, procedures, etc.). The team is guided by Generally Accepted Accounting Principles (GAAP), the Governmental Accounting Standards Board standards (GASB), the Uniform Financial Accounting and Reporting Standards (UFARS), and School Board Policy. As guidelines are reviewed and approved by the team, they will be posted online for all staff.

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

#### 2. Describe the use of data for evaluation of student success and continuous program improvement [Sec. 134 (b) (2 & 7) and Sec.135 (c) (19)]

Perkins indicator performance is shared with Administration, CTE teachers and Advisory Committees which consist of college faculty, high school faculty, business leaders, work force center staff, students and parents. These meetings provide opportunities for input into identifying root causes and strategies for creating change.

Saint Paul College uses the Annual Program Review and Area of Study Enhancement (APRASE) Process to put data into the hands of faculty so they can use this data to establish annual program goals and link it to the College's strategic plan. Faculty can access a dashboard containing overall program enrollment data and trends, wage information in 7 county metro area, instructional cost, financial aid cohort default rate, graduation outcomes, as well as tracking the progression of first-time full-time fall cohort persistence each term through their third spring. Faculty can also view this enrollment data disaggregated by Race/Ethnicity, First Generation-MN, First Generation-Fed, Pell Eligible, and new or continuing student status.

All graduating seniors in Saint Paul School District complete a Senior Survey. Information obtained from the survey is a highly utilized and valued as a comprehensive collective source of information for each school, and as a district, that drives programming and initiatives based on student voice.

In the CPA program, student data is analyzed regularly for continuous quality improvement within a transparent accountability framework. Student satisfaction ratings are tallied and examined on a semester basis.

Greater Twin Cities Unity Way and Youth Career Connect as well as the National Academy Foundation have pathway self assessments that include administration, collaboration, informal surveys, student success, certifications and early college credit attainment.etc. This information is shared with the advisory committees for feedback and continuous program improvement.

### **3. Describe shared responsibility among all partners for collaboration and accountability for success [State Plan]**

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. In

FY18 the Consortium will begin discussions to invite charter schools who have programs approved to joining the Saint Paul Consortium.

### **4. Describe collaborative budget development [State Plan]**

The Saint Paul Consortium collaborates on budget development through discussions between Consortium leadership and administration. Collaborative budgeting provides funds for successful programming and ensures appropriate supports are available to all students. This evident through several shared staff positions, multiple grants, shared programming such as the Career Pathway Academy, Gateway to College and SPC hosting Summer Session etc.

### **5. Describe collaborative initiatives between the consortium and stakeholders [Sec. 134 (b) (5)]**

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

- Early College opportunities including AP, IB, CLEP, PSEO, PSEO by Contract, Concurrent Enrollment and Articulated Credit. Also collaborations with Workforce Training and Continuing Education offers students in several high school programs to earn industry recognized certificates.
- Continuing the Power of You (POY) Program. Power of YOU makes college available tuition-free. The program covers the cost of tuition and fees for two years at Saint Paul College through state and federal grants and private scholarships.
- Non Traditional Career Fair provides over 200 students exposure to nontraditional careers on Saint Paul College Campus where students participated in hands on activities with students in the nontraditional College programs.
- Partnership with the Great Lakes College Ready grant, providing 125 traditionally underrepresented eleventh and twelfth grade students with additional support and instruction in math to help students achieve college readiness benchmarks on the ACCUPLACER assessment by the time they graduate.
- The Career Pathways Academy (CPA) is an opportunity for students from each Saint Paul high school to enroll in concurrent enrolment at Saint Paul College. Saint Paul College hosts Saint Paul Schools for 10-12<sup>th</sup> grade students in 13 courses on their campus.
- Shared positions including PSEO/POY, Youth Career Connect (YCC) Navigator Positions, and PSEO by Contract Position.
- YCC Academy's Steering Committee Membership. College leadership participates in this high level advisory committee leading the YCC Academy Programs at Como and Humboldt.
- Saint Paul College is highly involved in the Greater Twin Cities United Way secondary Welding, Construction, and Medical pathway development.
- The Legacy Foundation program offers students and parents supports and training afterschool, summer and on weekends. Saint Paul Public Schools and Saint Paul College attend leadership meetings and assist the program in offering certifications and links to college support for students after high school graduation.
- Saint Paul College hosts a Saint Paul Schools Culinary Competition where teams of high school culinary students prepare a meal, under the guidance of the SPC instructor and students, in their culinary lab. Members of administration and chefs in the Saint Paul area judge the event.
- Gateway to College Program located at Saint Paul College serving students who have left secondary school, providing meaningful, supportive environments where students can succeed in their education.
- Workforce Training and Continuing Education provides instructors for 2 Certified Nursing Assistant/Home Health Care at both LEAP and Humboldt Secondary School.
- YCC Academy Programs and Saint Paul College collaborate to offer Travelers EDGE (Empowering Dreams for Graduation and Employment) this program provides a holistic approach to education through partnerships with colleges, universities and community-based programs to increase the pipeline of underrepresented students who complete bachelor's degrees and are prepared for a career at Travelers or within the Insurance and Financial Services industry
- U.S. Department of Education, Juvenile Justice Re-entry grant, working to improve outcomes for youth who have been in the juvenile justice system. Some of the pathway opportunities for these youth will include Saint Paul College instruction and/or enrollment into the Gateway to College High School located at Saint Paul College.

### **6. Describe promotion of consortium CTE vision [State Plan]**

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

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

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

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

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

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

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

**Goal 5 Objectives**

<b>Goal 5 Objectives 1</b>	
<b>Required/Permissible Uses of Funds*</b>	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
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>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$25,967.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</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>	\$25,967.00
<b>Secondary Required Activities</b>	\$149,108.00
<b>Secondary Permissible Activities</b>	\$0.00
<b>Secondary Admin Cost</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>	\$149,108.00
<b>Total</b>	\$175,075.00

<b>Goal 5 Objectives 2</b>	
<b>Required/Permissible Uses of Funds*</b>	R2 Programs of Study, R5 Professional Development , R6 Assessment , R10 Collaboration, R11 Articulation
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>Reallocation Explanation</b>	
<b>Post-Secondary Required Activities</b>	\$40,796.00
<b>Post-Secondary Permissible Activities</b>	\$0.00
<b>Post-Secondary Admin Cost</b>	\$32,270.00
<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>	

	\$73,066.00
Secondary Required Activities	\$500.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$27,906.14
Secondary Reserve	\$0.00
Secondary Reallocation Basic	\$0.00
Secondary Reallocation Reserve	\$0.00
Secondary Total	\$28,406.14
Total	\$101,472.14

**Administrative Cost**

Row	Amount
POSTSECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00
SECONDARY - Administration not to exceed 5% (fiscal and data services)	\$0.00

**Calculate Goals**

Do you want to calculate all budget goals?  Yes

**Budget Goal 1**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 1 Total	\$121,656.00	\$0.00	\$0.00	\$856.78	\$0.00	\$0.00	\$122,512.78	\$266,874.40	\$0.00	\$0.00	\$0.00	\$27,641.38	\$0.00	\$294,515.78	\$417,028.56

**Budget Goal 2**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$2,466.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,466.00	\$15,655.49	\$0.00	\$1,029.52	\$20,590.92	\$0.00	\$938.16	\$38,214.09	\$40,680.09

**Budget Goal 3**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 3 Total	\$143,929.00	\$47,901.49	\$0.00	\$0.00	\$10,751.20	\$4,260.46	\$206,842.15	\$17,417.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$17,417.00	\$224,259.15

**Budget Goal 4**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 4 Total	\$135,114.00	\$65,445.00	\$0.00	\$29,000.00	\$0.00	\$0.00	\$229,559.00	\$108,568.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$108,568.00	\$338,127.00

**Budget Goal 5**

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Reallocation Basic	Post-Secondary Reallocation Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Reallocation Basic	Secondary Reallocation Reserve	Secondary Total	Row Total
Goal 5 Total	\$66,763.00	\$0.00	\$32,270.00	\$0.00	\$0.00	\$0.00	\$99,033.00	\$149,608.00	\$0.00	\$27,906.14	\$0.00	\$0.00	\$0.00	\$177,514.14	\$276,547.14

**Goal Totals**

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required	Secondary Permissible	Secondary Admin	Secondary Reserve	Secondary Reallocation	Secondary Reallocation	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost	Reserve	Reallocation Basic	Reallocation Reserve	Total	Activities	Activities	Cost		Basic	Reserve		
Goal Total	\$467,462.00	\$115,812.49	\$32,270.00	\$29,856.78	\$10,751.20	\$4,260.46	\$660,412.93	\$558,122.89	\$0.00	\$28,935.66	\$20,590.92	\$27,641.38	\$938.16	\$636,229.01	\$1,296,641.94

**Secondary Supplemental Budget Sheet**

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Description	File Name	File Size
Secondary Budget Sheet by Code 428 and 475	perkins-budget-summary-spreadsheet-fy18-for-secondary draft 42717.xlsx	50 KB
Revised Secondary Budget Sheet attached	perkins-budget-summary-spreadsheet-fy18-for-secondary revised 7517).xlsx	50 KB
Revised Secondary Budget Sheet attached	perkins-budget-summary-spreadsheet-fy18-for-secondary revised 7517).xlsx	50 KB

**Secondary Budget Reallocation**

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Description	File Name	File Size
Secondary Budget Sheet	perkins-budget-summary-spreadsheet-fy18-for-secondary revised 011018.xlsx	45 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	\$0.00
(POSTSECONDARY) Estimated expenditures/in-kind contributions used in collaboration with WorkForce Centers	\$0.00
<b>Totals</b>	<b>\$11,400.00</b>

**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:\*** \$114,141.00

**Post-Secondary**

**Total percentage of time for Coordinators of Perkins:\*** 33.0%

**Coordinator Budget:\*** \$40,796.00

**Perkins Dollars**

**Perkins-Funded Positions**

Person's Name	Position	File Folder # (secondary)	Amount	Attach Position Description
Kathy Kittel	CTE Supervisor	320127	\$114,141.00	wg_Job description CTE Supervisor 1.0.docx
Daniel Mesick	DPSP Principal on Special Assignment	296827	\$52,784.00	wg_Job description POSA DPSP .40.docx
Julie Ketterling	CTE TOSA	368834	\$35,363.00	wg_Job Description CTE TOSA .4.docx
Stacey Kappes	CTE Counselor	379162	\$44,935.00	wg_JobdescriptionCTECounseloronSpecialAssignment fy18.docx
Mary Toner	Advisory Chair, Committee Coordination and Liason	269011	\$22,268.00	wg_Job description Adv Community .25.docx
Terry Meier	CTE Construction Careers Teacher .2	385443	\$16,482.00	wg_Job description Construction Careers .2.docx
Patrick Romey	CTE Early College Coordinator	371178	\$33,315.00	wg_Job description Coordinator .3.docx
Tara Reddinger-Adams	CTE Program Assistant		\$27,118.00	wg_Job description Program Assistant CTE.docx
vacant	Instructional Designer		\$41,711.00	wg_MnSCU Academic Professional 3Instructional DesignerDT 01013787.docx
Janessa Cervantes	PSEO/POY Coordinator		\$28,758.00	wg_MnSCU Academic Professional 1 PSEO POY Coordinator JC.docx
Emily Holl	Director of Access and Disability Resources		\$47,921.00	wg_MnSCU Academic Professional 3 Director of Access Disability Resources 00668140 EH.doc
Kristen Raney	Dean of Student Engagement, Persistence and Success		\$37,330.00	wg_Dean of Student Engagement, Persistence and Success.doc
Christopher Elias	Director of Academic Support		\$42,106.00	wg_MnSCU Academic Supervisor 1 Director of Academic Support 01116058CE.doc
Dave Mogren	Admissions Specialist		\$26,481.00	wg_MnSCU Academic Prof 1-Recruiter #01061134 -DM.doc
Gabriella Miller	Outreach Coordinator		\$19,870.00	wg_MnSCU Academic Professional 2 Outreach Coordinator 01003082 GM.doc
Sheryl Saul	Director of Career and Placement Services		\$33,628.00	wg_MnSCU Academic Professional 2 Director of Career Placement and Internship Coordinator 00669100SS.docx
Ger Vue	Director of Enrollment Services		\$31,846.00	wg_Dean of Enrollment Mgmt -9-2014.docx
Tarah Bjorklund	Pathways Advisor		\$24,029.00	wg_MnSCU Academic Professional 2 Pathway Advisor 0668110 TB.doc
Erin Drew	Pathways Advisor		\$29,000.00	wg_MnSCU Academic Professional 2 Pathway Advisor 00667940 ED.doc
Katie Pierre	Pathways Advisor/Crete Lakes Completion Grant		\$20,000.00	wg_MnSCU Academic Professional 2 Pathway Advisor Business Careers 01117584 KP.doc
Tom Bruffat	Pathways Advisor		\$31,817.00	wg_MnSCU Academic Professional 2 Pathway Advisor Health Care 01117299 TB.doc
vacant	Associate Dean of Student Success		\$29,808.00	wg_Assoc Dean of Student Success 01006655 MO.docx
Kathleen Gordon	Director of College Partnerships		\$58,561.00	wg_Director of Enrollment Services 101816.doc
Laura King	Dean of Research, Planning and Effectiveness		\$25,967.00	wg_Dean of Institutional Research and Planning 2016 - Admin 4-LK #01003086.docx
			\$875,239.00	

**Improvement Plan Action Steps**

Improvement Plan Action Steps 1	
Indicator Number (i.e. 1S1 or 2P1)*	5P1 – Nontraditional participation
Action Steps to improve the performance	
In FY18 several steps will be taken to improve performance in the Nontraditional Participation indicator. 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 FY18 Perkins Plan intentional focus will be on activities and education to improve performance in this area. These efforts include:	
<ul style="list-style-type: none"> <li>Continued coordination of the Women in Trades initiative</li> <li>Collaborating with SPPS to intentionally recruit students reporting interest in nontraditional careers for their gender, such as Scrubs Camp and Manufacturing Camp</li> <li>Committing Perkins funds to provide professional development to staff and faculty on both educating them on what nontraditional participation is and which programs have identified gender inequities, as well as working together to identify and implement best practices around nontraditional participation</li> </ul>	
Resources Needed	-Continued efforts to acquire funds for Women in the Trades initiative -Collaborate with SPPS to provide intentional outreach to nontraditional candidates for Scrubs and manufacturing camp -Assistance with identifying appropriate trainings and professional development opportunities for faculty and staff to support improving nontraditional participation
Timeline	June 2017-four staff members will be attending the NAPE STEM Equity workshop hosted at Hennepin Tech Summer 2017-Highlight Women in the Trades in College magazine



	September 2017-Root cause analysis with key stakeholders from SPSS, SPC and Industry Fall 2017-Conduct focus groups with nontraditional participants November 2017-present findings with recommendations for next steps to increase nontraditional participation November 2017-Finalize professional development trainings and activities for staff and faculty
<b>Person(s) Responsible</b>	Dean of Workforce and Training Dean of Institutional Research, Planning and Effectiveness Dean for Business, Career and Technical Education Dean of Enrollment Management
<b>How will progress be documented?</b>	The summary report from the root cause analysis and student focus groups will guide direction. The Perkins SP1 indicator in EPM 11 will track actual progress.
<b>Sub-populations or groups where gap exists:</b>	There is a slight gap in male versus female participation in nontraditional programs. In FY17 females participated at a rate of 19.22% while males participated at a rate of 16.9%. Drilling deeper into gender participation disparities by program cluster, males are significantly underrepresented in Human Services (5.56) and females are significantly underrepresented in manufacturing (7.25%) and Transportation (4.35%)
<b>Describe any contextual factors that might contribute to this gap:</b>	Saint Paul College serves a racially and ethnically diverse campus, with over 60% students of color. One contextual factor to keep in mind are gender norms/expectations in cultures and communities that may reinforce gender participation disparities. Being aware of these gender norms/expectations is important when trying to increase nontrade participation, and should be considered when developing strategies and messaging ensure they reach potential students and families.
Further Information	
In February 2017 the postsecondary consortium leader presented an overview of Perkins Performance indicators to the College Academic Deans, Dean of IR, and the Vice Presidents of Academic and Student Affairs. This overview included an explanation of the Saint Paul College Perkins Consortium Postsecondary Performance Indicators as well as a four year summary of the goals, results and status for each indicator. Also in February, consortia leadership hosted a Compression Planning meeting with leadership from secondary and postsecondary. At this planning session participants discussed how to improve nontraditional participation and completion, ideas that are included in this plan. Over the next year Saint Paul College will be cultivating an increased investment from staff and faculty in working together to increase nontraditional participation in programs.	
<b>Improvement Plan Action Steps 2</b>	
<b>Indicator Number (i.e. 1S1 or 2P1)*</b>	6S2 – Nontraditional completion
<b>Action Steps to improve the performance</b>	
Enlist the assistance of MDE to examine root causes of the decrease in nontraditional completion.	
Disaggregate data to determine causes of the decrease in Nontraditional completion.	
Attend STEM Equity Training.	
Continue to advocate that schools continue to offer courses that qualify as nontraditional by gender.	
Continue to develop Career Pathways, offering more opportunities for completion.	
Develop new programming and continue current programming to support students who are nontraditional by gender, such as Legacy, Women in Trades, publications, mentoring, summer camps, FFA and other CTSSO's, and the nontraditional Career Fair at SPC.	
Add a Health Care Core Curriculum course attracting more males to medical careers and more opportunities for concentration.	
Recruit nontraditional by gender instructors, which contributes to attracting more females in nontraditional career areas.	
After sharing the secondary Perkins Indicator performance and the discussing the need to improve 6S2, Nontraditional Completion, the Saint Paul Advisory Board suggested an exit survey of nontraditional students when leaving a pathway. Planning will take place in Fall 17 to implement this tool to determine causes for students leaving a nontraditional career pathway and determine action and supports needed to maintain nontraditional students in secondary CTE courses.	
<b>Resources Needed</b>	Request the support of a MDE Specialist. Professional Development on Strategies and Best Practices to improve Nontraditional Completion. Perkins funds directed at improving Nontraditional Completion through positions such as the Career Pathway Coordinator and Counselor as well as the Construct Tomorrow event and the Nontraditional Career Fair.
<b>Timeline</b>	Request the assistance of MDE/MN State Specialists May 2017. July 1, 2017 throughout the year, PD specific to Nontraditional completion. Career Fair, Fall 2017, Construct Tomorrow Event Spring 2018 and Specialized services job shadows Spring 2018.
<b>Person(s) Responsible</b>	MDE/MN State leads for technical assistance Perkins Coordinators. DPSP Principal on Special Assignment, Counselor and Career Pathway TOSA
<b>How will progress be documented?</b>	Increase in indicator performance. Maintaining and increasing the number of pathways and HS opportunities to participate in nontraditional programs. Survey students participating in events promoting nontraditional careers.
<b>Sub-populations or groups where gap exists:</b>	Females in Male dominated careers, Males in Female dominated careers and students receiving Specialized Services in Nontraditional programs.
<b>Describe any contextual factors that might contribute to this gap:</b>	An Agriculture, Foods and Natural Resources instructor was not replaced after leaving the position at Highland Senior High, creating fewer opportunities for nontraditional completion. Our AFNR programs serve 40-50% females.
Further Information	
Resources: MDE/MN State Data Sources	
Stakeholders: CTE Consortia Leads, Secondary administrators, teachers, counselors in recruiting students determining cause of decrease. Post Secondary Administration, teachers and admissions staff to promote Nontraditional programs by gender.	
Process: Consult with MDE Leaders and consotium partner, disaggregate data to begin to determine possible causes.	

### Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

### Improvement Report

**Improvement Report 1**

<b>Indicator Not Met:</b> *	3P1 – Student retention or transfer
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<b>Negotiated Performance:</b> *	33.07
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<b>Actual Performance:</b> *	31.04
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General strategies planned to improve performance:

In FY16 the Dean of Student Engagement, Persistence and Success led an Advising and Retention Work Group. One of the primary recommendations that came from this workgroup was a restructuring to move towards a structured pathways advising model. In FY17 the College went through the process of moving from a cafeteria style advising model of Transfer Specialists, Academic Success Coordinators, Cohort Advisors and Faculty Advisors to a single Advising Unit with Pathways Advisors designated for: trades, business, Liberal Arts and Science, Health and Service and ESOL program students. Embedded with the Advising Unit are the support services of career and placement as well as Disability and Access Resources.

At the same time this new model was being implemented, Saint Paul College applied for and received two grants. The first grant was from the Minnesota Office of Higher Education Equity in Education Grant. This grant for the Guided Pathways Advising model with Customer Relationship Management (CRM) technology is targeting students of color who are enrolled in developmental education courses. The goals of this project is to serve students of color who are enrolled in developmental education courses through proactive advising and continued support to help them succeed in college-level courses, persist through postsecondary education programs and secure related employment.

The second grant is a Great Lakes completion grant. When the college examined CTE programs that have low completion rates, the College's suite of Business programs stood out. The Great Lakes completion grant focuses on low-income and students of color in the College's business programs who are "nearcompleters." A dedicated advisor, funded by both the Great Lakes grant and Perkins is working specifically with these students who have earned at least 45 credits towards a degree, focusing on interventions to decrease their dropout rate and improve their completion rates.

Braiding funding from the Minnesota Office of Higher Education Equity in Education grant, Great Lakes Completion grant along with Perkins funding used to implement the new Guided Pathways model are the strategies being deployed at the College to improve student retention or transfer rates of students in CTE programs.

Comments or context for actual performance (optional):

**Improvement Report 2**

<b>Indicator Not Met:</b> *	3S1 – School completion
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<b>Negotiated Performance:</b> *	97.00
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<b>Actual Performance:</b> *	93.80
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General strategies planned to improve performance:

Early College work focusing on the the students in the middle, will provide increased student engagement through rigor and relevance of instruction in challenging courses with academic support and intrusive advisement.

A Foundations course in middle schools will provide students with the tools needed and academic supports to aid the transition to successful high school experiences.

A Focus on Freshmen course will allow for the opportunity to closely monitor students performance and provide intervention for students who are not realizing successful transitions.

The Legacy program will provide on-going support and interventions to ensure successful completion of high school.

Avid will expand to an after school option at Washington, OWL, Johnson, Harding, Humboldt, Como high schools.

Racial inequity is a strong contributor to educational disparity and must be directly addressed for all students to succeed academically. All CTE staff will participate in racial equity training and examine barriers causing different outcomes for our students and families of color.

Use District Staff Development Days to analyze the Perkins Data and use the 5 Step Method to implement change in instruction.

CTE teachers will participate in personalized learning professional development in effort to retain students by increasing the availability of technology, student engagement, creativity and ability to progress at individual rates through curriculum.

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

MDE and SPPS review the data retrieval system to determine accurate data is being collected.

Comments or context for actual performance (optional):

Our Students speak more than 125 languages and dialects. Approximately 34% of students are English Language Learners. 16% of students require special education services. 34% of our students continue to learn the language in which they are tested. Many students require additional time to be prepared for college and career and face many barriers. 72% of students are eligible for free or reduced-price lunch. Families and students who live in poverty face many challenges that interfere with education such as depression, stress, malnutrition, fatigue, loss of hope, and fearfulness.

We continue to honor each of our students, and work to remove the barriers affecting their academic success, through extended day learning opportunities, community partnerships, non profits services, in school supports, tutoring, mentoring, and guidance and counseling, all to support our students where they are.

We will continue to partner to add programing such as the Legacy program and Avid to assist in removing barriers to our student success.

**Improvement Report 3**

<b>Indicator Not Met:</b> *	4P1 – Student placement
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<b>Negotiated Performance:</b> *	83.97
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<b>Actual Performance:</b> *	81.47
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General strategies planned to improve performance:

In FY17 The Office of Career Services and Placement has developed a plan highlighting two priorities:

**Priority I: Increase placement**

Continue efforts to facilitate connections between students and potential employers such as

- Partnerships between Career Services, faculty and employer partners, such as industry-specific career fairs, mock interview events and networking events
  - The Showcase for Cosmetology, Esthetician, Nail Care Tech and Massage Therapy happens twice per year (November and April). Now that we've done this event five times we are starting to see its positive effect. Students are much more prepared for the fair and much less intimidated by the vendors/employers
  - We are planning a transportation-specific fair for next fall. This is a joint effort between Career Services and program instructors, after significant consultation with advisory committee members and other industry partners
  - Additional fairs are also offered
- New campaigns to increase awareness of Career Services
  - Started "Career Success Kick-off" events last fall, to be done twice per year to promote the resources available through Career Services
  - Developing a Marketing Plan to increase use of the college's on-line career management and job board system
- New on-line job search coach system called "Your Career Connects" through ARBEZ. Will be developing a strategic marketing plan to launch this resources as fall semester begins
- Efforts to have students attend community-based career fairs, such as Construction Hiring Fairs, Veteran's Fairs, People of Color Fairs, etc.

**Priority II: Increase accuracy of data**

The gathering of graduate placement data happens throughout the course of approximately 18 months, beginning just before graduation and throughout the following fiscal year. The earlier the data is collected, the lower the placement rate.

- Many students respond to the survey about the time that they graduate. This increases response rates but lower placement rates, especially for programs that require a licensing exam, such as cosmetology and nail care tech.
- Ongoing efforts to follow-up with students throughout the year following completion to gather more up to date data include continuing email campaigns, phone campaigns and on-line surveys
- Increased partnership with faculty to stress the importance of following up and providing multiple avenues for doing so.
- Graduates are invited to career fairs and other career related events after they graduate
- Increasing awareness of Career Services resources available to alumni

- Consider more 'mobile-friendly' methods for distributing surveys
- More formal social media strategies to reach out to alumni
- Increased efforts to keep alumni data up to date

The College has reviewed Student placement data for CTE programs, and identified programs that are significant contributors to low performance on this indicator. Programs include cosmetology, accounting, medical coding, medical office and CNC. Academic Deans, Career Services and Faculty for these program areas will be reviewing placement data and identifying further interventions targeting their student graduates.

Comments or context for actual performance (optional):

**Improvement Report 4**

<b>Indicator Not Met:</b> *	5P2 – Nontraditional completion
<b>Negotiated Performance:</b> *	14.5
<b>Actual Performance:</b> *	13.44

General strategies planned to improve performance:

This upcoming year Saint Paul College will be embarking on an education and awareness campaign for staff and faculty, to foster a better understanding of nontraditional definitions, programs, as well as Perkins 5P1 nontraditional participation and 5P2 nontraditional completion. With the new pathways advising model, all pathways advisor will be educated on what programs in their pathway have a nontraditional designation and for what gender. At the same time, faculty for programs with the nontraditional designation will also be educated, and opportunities at faculty Inservice will be provided to discuss best practices in supporting nontrad completion. These specific Nontraditional efforts will compliment the College's increased focus on retention and completion.

The College continues to struggle with low female participation and completion in the trades. Saint Paul College has actively sought and received funding from many partners, including Women's Foundation of Minnesota and the API group to provide additional support to women in the trades through scholarships, financial assistance, carer-focused courses and peer/mentor networking.

Comments or context for actual performance (optional):

**Statement of Assurances & Certifications**

Description	File Name	File Size
Signed form is attached	Saint Paul Consortium Signed Statement of Assurances and Certifications.pdf	87 KB

**Attachments**

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<b>Description</b>	<b>File Name</b>	<b>File Size</b>
Academy of Finance Course Sequence/College Credit Plan	AOF course plan.docx	13 KB
Academy of Finance Course Sequence/College Credit Plan	AOF course plan.docx	13 KB
Academy of Finance Newsletter	AOF Newsletter May 2017.pdf	573 KB
Academy of Finance Newsletter	AOF Newsletter May 2017.pdf	573 KB
Academy of Information Technology Course Sequence/College Credit Plan	AOIT Course Plan.docx	14 KB
Academy of Information Technology Course Sequence/College Credit Plan	AOIT Course Plan.docx	14 KB
Academy of Finance Flyer	Como AOF Flyer rev 040117.docx	4.3 MB
Academy of Finance Flyer	Como AOF Flyer rev 040117.docx	4.3 MB
FY18 Compression Planning Session Notes	compression planning notes.docx	23 KB
FY18 Compression Planning Session Notes	compression planning notes.docx	23 KB
Saint Paul Greater Twin Cities United Way Career Pathways Course Sequence	Saint Paul GTCUW Pathways.pptx	5.2 MB
Saint Paul Greater Twin Cities United Way Career Pathways Course Sequence	Saint Paul GTCUW Pathways.pptx	5.2 MB
Strong Schools Strong Communities 2.0 Strategic Plan	sssc2_0_overview_final_march18.pdf	563 KB
Strong Schools Strong Communities 2.0 Strategic Plan	sssc2_0_overview_final_march18.pdf	563 KB
Youth Career Connect Grant Report	YCC 1-Pager 2016-17.docx	48 KB
Youth Career Connect Grant Report	YCC 1-Pager 2016-17.docx	48 KB
Youth Career Connect Grant Flyer	YCC Flyer rev.docx	625 KB
Youth Career Connect Grant Flyer	YCC Flyer rev.docx	625 KB

