



MINNESOTA STATE

Career and Technical Education

Grant Details

02416 - FY19 PERKINS APPLICATION

02615 - FY19 ST. PAUL CONSORTIUM PERKINS APPLICATION

Perkins IV Consortium

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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 One

Career and Technical Education Programs:

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

Last year, Saint Paul College and Saint Paul Public School District leadership participated in Compression Planning to review current partnerships and develop future Saint Paul Consortium activities and programming. Discussions and decisions from the planning session drive the development of, and

provide a voice, to aid in prioritizing areas of focus in the FY19 Perkins Plan. Led by the Saint Paul College Dean of Research, Planning and Effectiveness, Compression Planning is a streamlined, rapid, group planning process that drives focus, scope, clarity, and consensus while drilling down to an actionable detail level, from day-to-day planning to high-level, high-stakes projects. Each of the existing approved Programs of Study (POS) and Rigorous Program of Study (RPOS) are reviewed, 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 postsecondary, when collecting input to the expansion or elimination of programs.

In FY19, the Saint Paul Consortium plans to continue a focus on POS in Welding, Transportation and the following State Approved POS:

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

Saint Paul Consortium Plans to continue RPOS:

- Information Technology/Network Systems
- Construction, Transportation and Welding (In development, plan to add in FY20)

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

Currently CPA offers dual credit enrollment to SPPS high school students in:

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

In FY2016, the CPA Health Science Pathway added an additional CPA CNA section. This after school session, creates 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. Due to continued interest and a waitlist currently in place for the 2:30pm-5:00pm session, an additional section will be added in FY19.

In addition to the CPA, CTE Articulations between SPPS and Saint Paul College allow students to complete programs within each pathway at a faster rate, transfer to Saint Paul College to complete a degree, diploma, or certificate and be placed in a high wage job or transfer to an articulated program at a four-year university. During FY19, funds will support processes, methods and tracking systems for CTE Early College courses to be identified via high school transcript or student graduation plan, which will include course coding and staffing who will monitor CTE Early College transfer, designed increase the number of students from SPPS in entering SPC with advanced standing.

Having new leadership, a new Saint Paul Public Schools strategic plan is currently in development. The draft of the strategic plan has now completed the listening phase of implementation. The SPPS CTE department is heavily involved in the next phase of implementation as the plan proposes the support of and development of career pathways. 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. Funds will continue to be targeted for planning and coordination of this effort to develop rigorous courses and career pathways that lead to industry-recognized credentials or certificates at the Postsecondary level, as well as, development of all aspects of industry including internship and employment opportunities.

Pathways and Programs in FY19 will consist of:

- Braiding funds, a grant submitted to Greater Twin Cities United Way (GTCUW) will support for the continuation and expansion of the Health Science Pathway at Humboldt Secondary School. Planning in FY18 led to an additional course offering. An eighth grade introductory course of Medical Careers will begin in 2019. Perkins funds will provide opportunities to collaborate with Inver Hills to offer Emergency Medical Technician (EMT) for concurrent credit to replace EMR, which provides articulated credit. In addition to Humboldt Pathway and the SPC CPA CNA offering, the Saint Paul Consortium is offering the Health Core Curriculum (HCCC) course at LEAP and Harding high schools, providing more options for students to experience high wage, high demand occupations in our metro area and articulated CTE courses in the high schools. In 2018, Bremer Bank provided funding to support the start-up funds for the new HCCC course development. Discussed in compression planning, the Saint Paul Consortium will explore offering a combined HOSA leadership development component to the CNA course. Saint Paul College will be working on modifying curriculum for some health programs to include the Health Core Curriculum, creating secondary to postsecondary pathways for SPPS to matriculate to Saint Paul College with articulated credit. Planning is in process to apply for GTCUW grant funds that may allow for the development of an Animal Science/Vet Tech Pathway at Highland High School. If funding is secured, this program will likely be brokered with Dakota County Technical College.
- The National Academy Foundation, Academy of Finance (AOF) first cohort of students graduated in 2017. The PSEO by contract capstone course was offered for transcript credit in 2018, taught by a Saint Paul College instructor at Como High School, with the high school instructor supporting the students in the classroom. This Academy has maintained 350 students from 9th-12th grade. A no cost extension has been approved to continue the Youth Careers Connect grant through fy19. This year, 13 students will be earning a Saint Paul College Business Certificate when graduating from high school.
- Also a National Academy Foundation program, the Academy of Information Technology program serves 90 students at Humboldt Secondary School. Both Academy programs provide students with rigorous sequence of courses, early college credit and work based learning throughout their high school years. Planning in FY18 lead to the development of a new exploratory course to be offered to 8th graders prior to selecting a pathway. Funding in FY19 will continue to assist in the development of the program courses, articulations and other early college course planning, as well as

certifications, Technical Skill Assessment identification and student preparation. A new Director of College Partnerships, partially funded by Perkins, will be working with the Academy of Information Technology in FY19 on the articulations and other early college course planning.

- Planning by stakeholders and instructors in FY16 and 17 has brought about high school curriculum changes in Culinary Arts courses. Implemented in FY18, all schools offering Culinary Arts increased the rigor of the courses to include the ProStart curriculum, providing an industry focused 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 continue be provided as the high schools teachers as they implement the new curriculum. Saint Paul College will work with SPPS and postsecondary faculty on the credit articulation with the ProStart curriculum. In summer 2018, a new ProStart Professional Development opportunity will take place at SPC with the SPC Culinary Department leading the training.
- Through curriculum design and in collaboration with the Math instructor, Gordon Parks students will continue to participate in an Electricity course, supplementing the current Agriculture, Foods and Natural Resources coursework. This course will align to the Electrical Apprenticeship Training Center curriculum and will prepare students for direct entry into apprenticeship. Collaborating with the math instructor, cross content strategies are used to apply math concepts in CTE and provide applied learning for students in math, an indicator that Saint Paul Schools has focused on improving.
- Two new POS began in FY17 in high wage, high demand pathways at Humboldt and Central High School. Braiding of funds with community partners will continue to provide the resources needed to implement large scale pathway design. As pathways are developed, the RPOS model is used to ensure students are provided with opportunities for college credit attainment, industry certificates, work based learning, and strong business and industry involvement. Supported by a grant from Greater Twin Cities United Way and in partnership with Trades and Labor, city, business and community partners as well as Saint Paul College, Humboldt will continue the Welding Pathway and at Central, 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.
- The Legacy Program at Harding High School began in FY17, as an afterschool program that provides students the high degree of support for both student and the student's family to ensure students successfully transition to college and career. This program supported by community partners to facilitate student success and add diversity to the aging workforce in the energy field. The Legacy group is also working with secondary Administrators and teachers on understanding and confronting Racial Bias and assisting in the development of large-scale internship opportunities. Saint Paul College Student Services staff including Admissions Specialists, Career Services and CTE Administrators will continue to partner with the Legacy Program at Harding, participating in CTE exposure days and assisting with career preparation skills such as resume writing.
- Supporting our enrollment in each of the Career Pathways, and realizing that nontraditional decisions are being made very early in a child's life, in 2018 Saint Paul Public Schools continued the 5th grade Career Exploration Career Fair Event. Advisory Committee members, CTE teachers and students from several of our high schools and middle schools attended the Elementary School Career Fair, in which CTE student's leadership skills were demonstrated by modeling and creating engaging and informative hands on activities for the younger students to explore CTE careers. Careers highlighted included, Welding, Computer Programming, Aviation, CNA, Agriculture, Food and Natural Recourses, Automotive and Construction.

New in FY19, Planning between Saint Paul College, Saint Paul Public Schools and 3M has led to the, integration of Manufacturing Engineering curriculum into the Johnson High School to add to their current Engineering and Aerospace focus. In 2018-19, 3M will provide Festo Trainers and training necessary for the Engineering teachers to incorporate the trainers into the Project Lead the Way Curriculum.

Secondary Perkins Funding will provide for the positions that oversee the Academies, POS and course pathway development, and directly support the high school programs as the programs are implemented. This includes coordinating Advisory Committees, developing and maintaining community partnerships, work based learning (WBL), paid internships, summer and after school CTE opportunities and Early College in CTE pathways.

This year the College conducted a broad review of course and program outcomes as well as assessment of student learning and program handbooks. One of the outcomes of this review was an identified need for a deeper content specific dive into these areas, specifically in the some of the transportation, trades and manufacturing programs. Postsecondary Perkins funding will be provided for these efforts, utilizing those with subject matter expertise to work with program faculty to review and document current practices, as well as identify opportunities for enhancement. This will be an integral part of the alignment of course and program outcomes at the College.

Meeting State and Local adjusted levels of Performance

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

Through the Compression Planning process, and in monthly Consortium Leaders meetings, the consortium reviewed each institution's performance on the Perkins indicators, acknowledged successes, and discussed strategies to improve performance. Indicator performance is shared with key stakeholders including administration, teachers and advisory committees to develop priorities for the FY19 Perkins Plan.

In November, CTE leaders met with principals, administrators and school board members, explaining CTE, Perkins goals, Perkins indicators, and the effects of building level decisions on the indicators.

Prior to the change in 1S1 and 1S2 assessment tool, the Consortium saw success by surpassing targets in Perkins indicators: 1S1 Academic Attainment in Reading/Language Arts, as well as 2S1 Technical Skills Attainment, 4S1 Student Graduation Rates, 6S1 Nontraditional Participation, 1P1 Technical Skill Attainment, 2P1 Credential, Certificate or Degree Attainment, 5P2 Perkins nontraditional indicators for gender completion measures for the College.

Areas of focus by the Saint Paul Consortium for FY19 will be:

- MCA Reading (Plan)

- MCA Math (Report)
 - School Completion (Report)
 - Technical Skill Attainment (Report)
- 3P1-Student Retention and Transfer
 - 4P1-Student Placement
 - 5P1-Nontraditional Participation

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

In FY17 all CTE teachers participated in professional development conducted by MDE to understand ways to incorporate math concepts in CTE, and improve performance on 1S2-MCA Math.

New in FY19, MCA Reading will be the focus of Professional Learning Communities and CTE PD by collaborating with district literacy specialists to integrate strategies such as Close Reading, Conferencing, Common Assessment, increase in volume of reading, Independent Reading and Text Marking.

The Saint Paul Consortium includes activities in the Perkins Plan to assist secondary students in meeting academic and technical skills and in attaining its Perkins negotiated state and local levels of performance.

Continued efforts to increase CTE math performance will ensue. The new pathways of Welding and Construction embed units of the MC3 curriculum and provide 40 hours of construction specific Math instruction in the CTE course. Providing these pathways will improve students' proficiency in math, school engagement through work-based learning activities, and increase the completion and graduation rates of secondary student while earning early college credit. These pathways, as do all of the pathways, have a component to support students' academic performance through counseling, tutoring, mentoring etc. Additionally a new construction math course will be explored offering dual or articulated credit to students in the Construction pathway. Collaboration will continue between math and CTE through the offering of an electricity course at Gordon Parks High School. CTE Professional Development days will focus on integrating math and reading strategies in CTE courses.

Piloted in summer of FY17 and continuing into FY19, The Legacy Program at Harding High School assists CTE students by increasing graduation rates and completion rates as well as decreasing racial predictability. Striving to remove barriers to employment and lessen the racial achievement gap Saint Paul is facing, The Legacy Program provides students with intensive-direct support to students and their families outside the school day to support them in accessing a college/career pathway. This program, supported through donations from industry partners, provides counseling, work-based learning, professionalism skill training as well as follow-up support after high school graduation. Students in the Legacy Program also attend summer camps including Camp Explore and/or the Scrubs Camp at Saint Paul College. Student with an interest in medical fields complete the Certified Nursing Assistant program, which may be used to financially supplement them while in college pursuing further degrees.

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

An increase in 2P1 Credential, Certificate or Degree success had an inverse impact on 3P1 Student Retention or Transfer performance. Specifically, the College saw an increase in the number of nursing assistant certificate completers. This is a short term program intended for direct employment, so these participants increase the denominator for the 2P1 and 3P1 denominator, but exclusively counting towards 2P1 negatively impacts 3P1 indicator results. Perkins indicators 3P1-Student Retention and Transfer, and 4P1-Student Placement will be addressed in multiple ways at Saint Paul College. The College will be moving into year two of the new Pathways Advising model. Over the past year the College has spent time building a new team of Pathway Advisors to complete the implementation of the New Pathways Advising model. Part of this process included establishing relationships between the program faculty and the pathway advisor assigned to students in their program, as well as pathway advisors attending the respective program advisory board meetings. This upcoming year the Pathway Advisors and faculty will continue to build their relationship through their communication processes regarding program changes and outcomes, as well as improved communication regarding students of concern. The objective of these efforts is to improve college performance in the areas of completion, retention, and success, the College. Another critical component of the new Pathways Advising model is bringing together the key support services of not only Pathways Advisors, but also Counseling, Access and Disability Resources, as well as Career Services. Under the leadership of the Dean of Student Success and Director of Advising, Pathway Advising will continue to work as a unit to develop more intentional connections with tutoring, student life, TRIO and other grants focused on at-risk student success, to connect student with interventions earlier. The College will move into year 2 of the Great Lakes completion grant, which is focusing on low-income and students of color in the College's business programs who are "near-completers." This grant, along with Perkins funds, supports this new position that will be working with students and stopouts who have earned at least 45 credits towards a degree. This individual will be responsible for interventions and advising, working with this population to decrease their dropout rate and improve their completion rates. The Director of Career and Placement will continue to expand her role to offer demonstration day events in specified CTE areas in order to provide students opportunities to demonstrate what they have learned through their program while providing an opportunity for employers and students to connect. The Director of Access and Disability Resources will be tasked with outreach efforts to students with disabilities in CTE program and will work to increase student success and completion of students with disabilities enrolled specifically in CTE programs. The Director of Access and Disability Resources will be charged with helping make connections and build relationships between students with disabilities and CTE programs.

Nontraditional Participation, 5P1, continues to be a focus at the College. Through collaboration with Saint Paul Public Schools summer bridge programs will be held for students interested in Healthcare and Manufacturing. Saint Paul Public Schools will help identify students interested in career pathways that are nontraditional for their gender. The College will continue its Women in the Trades initiative in FY19. Additional funding was received from the Women's Foundation of Minnesota to support 60 low-income and women of color who are enrolled in Saint Paul College trade programs. Through recruitment events, scholarships, certification courses, employer training, and networking, Saint Paul College will continue to engage women in the trades and help them down the path to a well-paying, in-demand career. The continued implementation of the Pathways Advising model and College's Equity and Inclusion Plan will continue to improve the new student experience in their onboarding process, including improved orientation and advising, to provide clearer guidance to students. This efforts include encouragement and support to students to consider and pursue nontraditional programs.

How students participating in CTE are provided programs

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

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

All secondary teachers participate in Professional Learning Communities, and designated professional development days throughout the year. In addition, they attend building level specialized trainings, to increase student achievement in math and reading and improve graduation rates. Professional development sessions are logged in the PDexpress website. Additionally, CTE teachers may attend trainings sponsored by MDE specialists to begin to align current CTE courses with newly identified Frameworks ensuring courses maintain the quality expected.

To support the development of rigorous coursework in CTE, Saint Paul College and Saint Paul School have collaborated to develop Early College opportunities that expand to several general education courses. CTE pathways blend articulated college credit, CLEP, Advanced placement, CTE Concurrent, College in the Schools etc. to create 4 year plans mapping coursework to an Associate of Arts in many of the CTE Program areas. This Early College Model focuses on programming for the academic middle students, and offers co-requisite supports as needed for successful outcomes.

At the postsecondary level, general education competencies are infused into the curriculum and throughout coursework to assist in program completion. Students who enroll in a CTE program at Saint Paul College must first take the Accuplacer Assessment to determine if they are college program ready in reading, math, and writing. Those who are not program ready must retake the assessment or successfully complete additional coursework before they are admitted into a CTE program. In this way, appropriately challenging academic standards are maintained for all students. All undergraduate CTE programs and areas of study have developed learning outcomes and complete an Annual Program Review and Enhancement (APRASE) process. Many of Saint Paul College's CTE programs are accredited from program specific accrediting bodies or are pursuing accreditation. Receiving and maintaining accreditation status ensures that the College programs are following state and national academic and technical standards. As stated earlier, the College will be using Perkins funds in FY19 to review learning and program outcomes as well as student handbooks in many of the CTE areas, to ensure that the program content is aligning with academic and technical standards.

How students are provided with experience

Q4) Describe how students are provided with strong experience in— and understanding of—all aspects of the industry. [Sec.134 (b)(3)(C)]

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, Ramsey County Work Force Centers, Best Prep, Junior Achievement, and Program Advisory Committees 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. CTE presentations are made at parent events, Career Fairs and the Thinking College Early event for middle school students and families. Realizing the need to reach students earlier, piloted in 2017 and continuing this year will be a fifth grade Career Fair where advisory committees, high school and middle school students create and lead students through hands on activities in many of our CTE areas. This event provides the CTE students an opportunity to share their knowledge and display their leadership skills with the younger students. Plans are developing to expand this event in FY19.

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 FY19 a Health Care Scrubs Camp, Culinary, Cosmetology, Game Design, and a Manufacturing Camp will be held at the College. Camps will provide career exploration activities and educational equity opportunities for approximately one hundred students. Additional data analysis tools will be used to aid in the identification and development of POS and RPOS to align with industry need and high demand, high wage job opportunities. These analysis tools include real-time job-posting software called Wanted Analytics and a job market projection and saturation software called Economic Modeling Specialist Inc. Each tool offers a unique and important lens on the current and future job market. In order to anticipate the changing and current market needs it is important to consider both aspects of industry.

Summary Narrative 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 FY19, teachers will continue to examine root causes leading to CTE Concentrators not 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 postsecondary 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.

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. How do you assist business industry specialist (community experts) to obtain variances and support them with professional development to transition to full licensure [Sec.134 (b)(12 (A-B))]

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. The CTE Department routinely spot checks course numbers and teachers assigned to them to ensure buildings are using the correct licensed CTE staff to conduct courses.

To recruit high quality CTE Teachers, we consult with Professional Organizations, Advisory Committees and MDE. In addition, Postsecondary CTE Instructional Programs are contacted seek candidates. Student teachers in CTE are also encouraged to apply where openings exist. Teachers hired as Community Experts, and are highly encouraged to obtain the CTE license and are provided technical support through the process of licensure. Braiding of funds, a community partner generously allows Saint Paul Teachers to be paid for ten outside of work hours, to prepare the portfolio, consult with the CTE Supervisor, as well as pay for the portfolio submittal fees. This year 5 teacher completed the portfolio successfully. These grant funds will continue through FY19.

New this year a MACTA colleague and known licensing expert presented information on the new licensing legislation and oversite.

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.

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 FY18, 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 absences, discipline, and number of advanced credits attempted and earned.

Students provide input regarding their high school experience by completing a senior survey, which is disaggregated by school and race. This information is highly valued, as it gives students voice and dictates the development of programming to meet student's 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)]

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 and provided the parameters for the development of the FY19 Perkins Plan.

Usage of the 10 elements of rigorous POS influenced the development of the 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. 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. Counselor presentations are routinely provided, to ensure students are receiving accurate and timely information. 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

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Your Goal 1 narrative must include descriptions of the following elements: (New or revised questions are in green)

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.)]
9. Describe how career guidance and academic counseling will be provided to career and technical education students [Sec. 134 (b) (11)].
10. Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in Sec. 9101 of the elementary and secondary education act of 1965) [Sec. 134 (b)(3)(E)].

1. Last year, 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 future Perkins Plans. Each of the existing State approved Programs of Study (POS) and Rigorous Program of Study (RPOS) were 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 members obtain feedback from Industry-based Advisory Committees, students, teachers, community partners, Work Force Centers as well as administration from both Secondary and Postsecondary, when collecting input to the expansion or elimination of programs.

Last year, the Saint Paul Consortium focused on building POS in Welding, Transportation, Health Science and Agriculture Foods and Natural Resources and continued 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
- Agriculture Foods and Natural Resources/Natural Resources and Animal Science
- Transportation and Welding (In development, adding in FY19)

Each POS and RPOS are reviewed and revised, bringing each POS nearer to RPOS status.

The RPOS model is used to guide the development of new pathways ensuring pathways, have industry based input through advisory committees, lead to industry-recognized credentials or certificates at the Postsecondary level, as well as, development of all aspects of industry including work based learning activities, internship and employment opportunities.

Braiding funds from grants such as United Way and Department of Labor and Industry (DOLI) the Perkins Plan will continue to support planning and coordination of this effort to develop rigorous courses and career pathways throughout the District.

Having new leadership, a new Saint Paul Public Schools Strategic Plan is currently in development. The draft of the Strategic Plan has completed the "listening phase" of development, where input is gathered from members of the larger community. Currently the Strategic Plan includes the support of Career Pathways for all students. Secondary CTE leaders are involved in the development of objectives and initiatives to meet the Strategic Plan.

In addition to the CPA, CTE Articulations between SPPS and Saint Paul College allow students to complete programs within each pathway at a faster rate, transfer to Saint Paul College to complete a degree, diploma, or certificate and be placed in a high wage job or transfer to an articulated program at a four-year university. 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. Currently, the process relies on the student to notify the College and provide proper documentation.

Last year, options were explored for the tracking of concurrent and articulated college credit within the students HS transcript and procedures explored to improve the likelihood that these credits are indeed transcribed/transferred at the College level. It was determined to identify Articulated Courses and Concurrent Courses on the transcript through the course titles with a key to the type of Early College credit the course offered.

CTE Pathways and Programs in FY19 will consist of:

Continuing the expansion of the Health Science Pathway at Humboldt Secondary School. Planning in FY18 has led to an additional course offerings. The Health Science pathway now has 7 courses from grade 8-12. Capstone courses include First Responder courses being offered by brokering through Inver Hills College and the CNA course offered through Saint Paul College Workforce Training and Continuing Education department. Medical Terminology will begin this fall and finally Medical Careers will begin in 2019. In addition, as Humboldt Secondary School begins to develop a school wide pathway model, a Career Exportation courses was developed for 8th grade students to experience for a quarter each of the pathway courses that will be available to them the following year.

The Saint Paul Consortium 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. Bremer Bank provided funding to support the start-up funds for the new course development. In FY19, in collaboration with SPC, development of additional leadership components to this pathway.

To meet the demands of both student interests and the increasing demands of industry, the Health Science Pathway added an afterschool CPA CNA section to create more CTE options for all students throughout the Saint Paul Consortium and for male students who elect to pursue a concentration in the Health Science Pathway. In FY19 an additional 2:30pm-5:00pm session will be offered. A Department of Labor and Industry Grant has been applied for to provide for internships for students in the Health Science Pathways.

The Academy of Finance (AOF) first cohort of students graduated last year. The PSEO by contract capstone course was first offered for transcripted 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 360 students. Thirteen students completed the 16 credit SPC Business Certificate while in high school. An extension has been received to continue the Youth Careers Connect grant through fy19. Discussions have taken place, and will continue, to ensure the program is sustained when funds are no longer available. As a part of the Minnesota State Transfer Pathways initiative, Saint Paul College modified the Business AS degree and received program approval as a Business Transfer Pathway, creating a seamless pathway from the Business AS degree to a Bachelor's degree in Business at any of the Minnesota State Universities.

Planning by Culinary Arts instructors, industry members and stakeholders, has brought about high school curriculum changes in Culinary Arts courses. In FY18, all schools offering Culinary Arts, began integrating the ProStart curriculum, providing an industry focused, rigorous curriculum, developed by the Restaurant Association. This curriculum offers opportunities for leadership development and student based organizations as well as articulated for college credit. To provide standardization of curriculum across the district, professional development will continue to be provided as the high schools adopt this curriculum. Saint Paul College will host a ProStart training for the secondary teachers this summer on their campus, led by a College Instructor. Articulation agreements will be revised in FY19.

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 courses.

In FY17, planning took place to develop two new pathways in high wage, high demand pathways at Humboldt and Central High School. Braiding of funds with community partners provide the resources needed to implement large scale pathway design. 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 is 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. A DEED Grant has provided internships for the Construction Pathway. These programs are now in year 2 of development.

See attachments for further information on existing Pathways in Saint Paul Public Schools.

Currently, additional funding is being applied for that may allow for the development of an Agriscience Pathway at Highland High School. If funding is secured, this program will likely be brokered with Dakota County Technical College.

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

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

Planning between Saint Paul College, Saint Paul Public Schools and 3M has led to the, integration of Manufacturing Engineering curriculum into the Johnson High School to add to their current Engineering and Aerospace focus. In 2018-19, 3M will provide Festo Trainers and training necessary for the Engineering teachers to incorporate the trainers into the Project Lead the Way Curriculum.

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 in implementation. Additionally Perkins funding will provide staffing to coordinate Advisory Committees, develop and maintain community partnerships, create work based learning (WBL) opportunities including paid internships, summer and after school CTE opportunities and the 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). The College is also in the process of hiring a new Director of College Partnerships, partially funded by Perkins. This position is dedicated to coordinating with secondary partners in the areas of articulation agreements, concurrent enrollment course offerings, credit recovery, and other partnership opportunities.

2. 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 Concurrent Enrollment, CLEP, PSEO, 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 reviewed and will be utilized in FY19 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 include 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 FY19 including before school, afterschool, spring breaks, vacations, etc.

FY19 Secondary and Postsecondary funding will support the management and coordination of the CTE early college opportunities.

Saint Paul Public Schools and Saint Paul College are expanding their concurrent enrollment course opportunities in critical science and health areas. These courses are a part of a number of Health and Science programs at the College. The consortium is increasing course offerings in the area of Biology, as well as exploring the possibility of offering medical terminology as a concurrent enrollment course at Humboldt.

3. When designing Programs of Study, the Saint Paul Consortium consults with a team of individuals. The team includes 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 Pathway Advisor attends all Program Advisory Board meetings for the CTE programs they are assigned to. Academic Deans also coordinate periodic meetings between the Pathway Advisor(s) and the CTE faculty for their assigned programs, as an opportunity to provide feedback from students, and discuss current programmatic strengths and challenges, as well as share ideas for future program changes and increase the Advisors knowledge and understanding of that particular Programs of Study. Academic Deans work with their faculty in designing program of study pathways as well as selecting and administering the associated TSAs.

4. Many CTE pathway programs and POS provide counseling services, academic tutoring and support classes such as Advancement Via Individual Determination (Avid). 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 PLC, 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 FY19, 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 FY19 continuation of a Health Care Core Curriculum course will be taking place at Harding and LEAP. This course provides 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.

Saint Paul College has an active SkillsUSA program that will continue in FY19, led by two College faculty members from Cabinetmaking and Electrical Technician. Skills USA provides opportunities for students to actively engage with other CTE students, faculty members and industry representatives. Students from the college received state awards in FY18 in esthetics, nail care, sheet metal, welding, cabinetmaking and manufacturing.

5. 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 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 and supported through the process of completing 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.

In FY18 Saint Paul College developed a new department of faculty and staff development. This department will consist of an Associate Dean of Faculty & Staff Development, a Director of Curriculum and Assessment, and a Director of Staff Organizational Development. Implementation of this model will begin in FY19 once all positions are hired. The purpose of this department is to provide vision and leadership for a comprehensive model of faculty and staff development. This model will include a wide-range of support, resources, and training opportunities to foster staff development and faculty and instructional development at all career stages and for all teaching formats (face-to-face, online, and hybrid). All development opportunities will stem from research and best practices regarding culturally responsive curriculum and instruction, course design, assessment, innovative instructional technologies, and culturally responsive student services functions to lead to student success. The College Perkins consortium leader will coordinate with this department to develop strategies specifically focused on Programs of Study.

6. 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. 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. Saint Paul College recently received collaboration funding from Minnesota State, in partnership with Century College and the International Institute of Minnesota, to scale up the College Readiness Academy model on both campuses. This initiative will be implemented in FY19.

8. 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. CTE presentations are 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 FY19.

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 FY19 Saint Paul College has expanded their summer camp offerings, continuing to offer a Health Care Scrubs Camp, and a Manufacturing Camp, and adding a video game design and culinary camp. 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.

9. Career Guidance and Academic counseling is provided to all students in Saint Paul Public Schools. As pathways are developed, counseling leader and staff are included in the planning, helping to identify courses sequences, early college opportunities, etc.

The Career Pathways Academy employs a .5 Secondary Counselor to recruit, identify and attract students, as well as enroll, monitor and advise students in the SPC program.

The Saint Paul College Pathway Advising model now provides specialized CTE advising to students in their distinct programs. Individual advisors are dedicated to program students in health, manufacturing, trades and transportation, business and STEM. The College also received, in spring of 2017, a Healthcare Career Pathways grant from the Saint Paul Foundation and F.R. Bigelow Foundation. This grant, along with Perkins funds, supports a full-time navigator position dedicated to providing proactive support to a cohort of 200 low-income, first generation, students of color engaged in programs of Saint Paul College's new Health & Science Alliance Center. This position partners with International Institute of Minnesota, Guadalupe Alternative Program and Goodwill Easter Seals to pathway students into these programs.

10. Counselors encourage students in a variety of ways. In grades 9 and 10 (Grade 9/10 Academic Domain) counselors are delivering classroom lessons on graduation requirements and graduation progress. Classroom lessons typically include a discussion on rigorous courses. Counselors continue the conversations in academic advising sessions in grades 9-12 during course registration (Feb - April of the school year). Additionally, most schools offer student and family nights where topics include academic success and post-secondary preparation. These nights typically include a conversation on the rigorous courses offered at their particular school and beyond (PSEO) - AP, CTE, CIS, IB, etc.

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

Goal 1 Objectives

Goal 1 Objectives 1	
Required/Permissive Uses of Funds*	R2 Programs of Study, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R10 Collaboration, R11 Articulation, P2 Counseling
Strategies	
<p>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.</p> <p>1.a. Support the Career Pathways Academy, providing opportunities for early college credit and career exploration.</p> <p>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.</p>	
Outcomes	
<p>1.a. Secondary students are prepared for college and career opportunities by earning college credit through early college enrollment.</p> <p>1.b. Secondary students have a variety of opportunities to earn concurrent and articulated credit</p>	
Measures	
<p>1.a. End of course grades and transcripts and TSA results</p> <p>1.b. Courses are aligned or modified to create pathways and certificate earning programs</p>	
Post-Secondary Required Activities	\$52,146.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$52,146.00
Secondary Required Activities	\$10,000.00
Secondary Permissible Activities	\$51,152.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$61,152.00
Total	\$113,298.00
Goal 1 Objectives 2	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R8 Size/Scope/Quality, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
Strategies	
<p>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.</p> <p>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.</p> <p>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. A Director of Curriculum and Assessment 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.</p> <p>2.c. Provide counselors and CTE teachers with career exploration materials and career decision-making tools for students and parents.</p> <p>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.</p> <p>2.e. Subject matter experts will work with trade faculty to review and strengthen learning and program outcomes, along with program handbooks.</p>	
Outcomes	
<p>2.a. RPOS are available for students in at least four areas of concentration.</p> <p>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.</p> <p>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.</p>	

2.d. Administration, teachers, and counselors utilize results of surveys to implement district-wide or individual building-specific changes.

2.e. Revised learning and program outcomes along with program handbooks that align with college wide outcomes and can be assessed.

Measures

2.a. Numbers of students who persist in an RPOS beyond two semesters.

2.b. Agendas and presentation materials. Evaluation summaries of professional development days and evaluations on the quality of products developed. Plan developed and implemented to review course outcome and program outcome alignment.

2.c. Usage logs and purchase orders.

2.d. Survey results.

2.e. Publication of new learning outcomes, program outcomes, and program handbooks.

Post-Secondary Required Activities	\$40,000.00
Post-Secondary Permissible Activities	\$34,897.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$74,897.00
Secondary Required Activities	\$82,481.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$82,481.00
Total	\$157,378.00

Goal 1 Objectives 3

Required/Permissive Uses of Funds*	R5 Professional Development , R6 Assessment , R8 Size/Scope/Quality, R9 Special Populations, P3 Work-Based Experiences, P4 Additional Special Populations, P6 Mentoring/Support Services
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Strategies

3. Strengthen the academic and technical skill attainment of students participating in Career and Technical Education.

3.a. Consult with MDE, MnSCU, and other Consortia, to plan for the implementation of relevant assessment instruments to measure technical skill attainment; implement approved technical skill assessments for Programs of Study. Review curricular match to program assessments and when necessary make adjustments to test selection or revisions to time when test is administered to students.

3.b. Bring partnering teams of CTE teachers and administrators together to review assessments and select the measures as part of the state-wide technical skill attainment initiative.

3.c. Administer the Accuplacer assessment to high school students and adult learners to ensure their readiness for college coursework and to promote student success.

3.d. CTE teachers and administrators participate in district-wide professional development and National and State level conferences to obtain Best Practices and to improve academic and technical skills of CTE students.

3.e. Continue the development of CTE courses that highly integrate reading, math, science, or art standards at the Secondary level.

Outcomes

3.a. CTE programs identify an assessment tool to utilize as measurement of technical skills. Make changes as needed.

3.b. CTE program areas review technical skill assessment products and provide feedback.

3.c. Ensure readiness for College coursework and promote student success.

3.d. Teachers and CTE staff obtain Best Practices to improve nontraditional participation/completion, academic and technical skill attainment of CTE students.

3.e. Improved students academic performance.

Measures

3.a. Percentage of programs assigning a Technical Skill Assessment and pass rates of students on skill assessment tests.

3.b. Attendance at Statewide 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.

Post-Secondary Required Activities	\$21,530.87
Post-Secondary Permissible	\$0.00

Activities	
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$21,530.87
Secondary Required Activities	\$8,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$8,000.00
Total	\$29,530.87
Goal 1 Objectives 4	
Required/Permissive Uses of Funds*	P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
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.	
Post-Secondary Required Activities	\$39,377.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$39,377.00
Secondary Required Activities	\$124,449.28
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$124,449.28
Total	\$163,826.28

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

Goal 2 Objectives

Goal 2 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
Strategies	
2. Create and sustain partnerships with other providers that support transitions for high school and adult learners with collaborations that lead to CTE program improvements.	
2.a. Work with 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. Numbers of dual credits attempted and awarded.	
2.b. Number of events and student surveys/feedback	
2.c. Number of visits to the high school and college.	
2.d. Perkins indicator 5P1.	
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 Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00
Goal 2 Objectives 2	
Required/Permissive Uses of Funds*	R1 Academic Integration , R3 All Aspects of an Industry, R10 Collaboration, P1 Advisory Committees, P3 Work-Based Experiences, P10 Student Transition
Strategies	
1. Develop and sustain collaborations with community partners, Program Advisory Committees and all aspects of industry, to identify high-skill, high-wage or high-demand occupational opportunities within the region.	
1.a. Collaborate with existing Program Advisory Committees and expand them to include secondary and postsecondary representation.	
1.b. Involve Program Advisory Committees in continuous program improvement by ensuring that services and activities are of sufficient size, scope, and quality.	
1.c. Identify, market, and provide opportunities for students contextually through job shadows, field trips, internships, mentorships, and work-based learning for all populations including students at risk.	

Outcomes

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

Measures

- 1.a. Advisory Committees Membership lists, agendas and or minutes of meetings.
- 1.b. Agendas and or minutes of Advisory Committees meetings reflect size, scope and quality discussions.
- 1.c. SPPS students participating in Internships, Program Rosters and Perkins indicator 4P1.

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 Total	\$0.00
Secondary Required Activities	\$13,494.30
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$1,099.16
Secondary Reserve	\$21,983.10
Secondary Total	\$36,576.56
Total	\$36,576.56

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. Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance [Sec. 134 (b) (8)(B)].
5. Describe how individuals in special populations will not be discriminated against based upon their status. [Sec. 134 (b) (9)]
6. Describe strategies to provide access to high-skill, high-wage or high-demand occupations that lead to self-sufficiency [Sec. 134 (b) (8 C.)]
7. Describe how you ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students [Sec. 134 (b) (3)(D)].

1. 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 departments makes intentional efforts to feature nontraditional students in publications, events and in all communication. The cover story of the Fall 2018 magazine feature women in welding. The College will continue to highlight nontraditional students in future publications.

Every year Saint Paul College hosts a Career Fair for Saint Paul Public School high school students. 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. The visit also includes a student panel as well as a presentation on CTE summer camps to be hosted at the College.

Career Academies and Pathways are often intentionally developed in a nontraditional by gender program area, and provide students opportunities for mentorships, internships, tours, and classroom speakers such as including Women in the Trades, Women in IT, etc. Career Pathway students who are non traditional by gender are requested to demonstrate leadership skills by assisting 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, Pathway recruiting events, etc.

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

In FY19, continued 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 a nontraditional career field. Additionally, Como Park will explore adding an AFNR

pathway with their new AFNR coursework.

Students in Saint Paul Schools have access to a K-16 engineering pipeline. Elementary students explore engineering studies through speakers and field trips and summer camp programming, the PLTW Gateway program is available to middle schools, and secondary students have access to PLTW Engineering and new this year, manufacturing 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.

2. The Saint Paul Consortium participated in the Stem Equity Pipeline (SEP) State Pilot from 2007-2010. Last year, 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. CTE leaders attended the STEM Equity workshop June 19th, 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 Olmsted 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. 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 postsecondary, 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 Pathways Advising Model, is one strategy Saint Paul College has deployed to improve service to special populations and provide support in overcoming barriers. The 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.

In FY18 Saint Paul College developed a new department of faculty and staff development. This department will consist of an Associate Dean of Faculty & Staff Development, a Director of Curriculum and Assessment, and a Director of Staff Organizational Development. Implementation of this model will begin in FY19 once all positions are hired. The purpose of this department is to provide vision and leadership for a comprehensive model of faculty and staff development. One component of this model is to increase support, resources, and training opportunities for instructional development for all teaching formats. This includes incorporating culturally responsive curriculum and instruction, course design, assessment, innovative instructional technologies to improve success in CTE programs for special populations.

4. In Saint Paul Public Schools, core indicator data is disaggregated to determine the student groups not meeting the defined levels of performance and to identify where discrepancy exists. This information drives decision-making and the identification of activities of focus in future Perkins Plans.

One example of this is with the Technical Skills Assessment (TSA) performance. Our English Language Learners at a school specifically serving students new to the Country were not passing at the rate of other schools. To remedy this, a new course was offered in the summer to better prepare the students with concepts that are necessary to pass the assessments. In this case, the Health Care Core Curriculum was added. In addition, the CNA course was extended to a year, rather than a semester, giving student's time to practice skills and learn the vocabulary necessary for the exam. A college instructor provides the information and demonstrated skills the first day, then the ELL teacher reviews with the students and prepared students for the terms to be used the next day. It was also determined that the TSA is using terms that only students who are native to this country would use such as brands names like Kleenex rather than using a more familiar term such as tissue. This information was brought to the testing company and the teacher volunteered to assist the company in modifying the terms used.

There has been some consideration to offer ELL versions of CTE courses to prepare students with the terminology to be successful when in the traditional CTE courses.

Saint Paul College has increased resources in a number of services areas for special populations. Access and Disability Services was recently moved from the large Student Support Services team (advising, career services) to the smaller Academic Support team, which moved under a Director of Academic Support position. The Director of Academic Support provides additional support to the Access and Disability Services Coordinator. With Perkins funds the College has also improved and increased capacity for private student testing for those requiring accommodations to test in a quiet space. In addition, for FY19 the College has given preliminary approval to hire an additional support staff person for the Academic Support team. Part of this person's role would be to provide additional support in working with students and faculty to provide appropriate accommodations.

This past year the College has also increased awareness to both faculty and staff of the legal rights of pregnant students under Title IX, educating everyone on the referral process and accommodations. This educational campaign has increased the number of students referred to the Title IX coordinator and subsequently increased accommodations for absences related to pregnancy and childbirth. Specific to CTE, faculty and union partners for cohort based programs with heavy lab components and clinical components have been focused recipients of this education and awareness campaign. This effort will continue next year.

5. 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 developed 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.

6. 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 such as local opportunities for employment, apprenticeship training, labor laws, industry forecasting, community based partnerships is shared. 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.

7. In Saint Paul, CTE courses, like all academic courses, use National and State Standards, to design courses to which all students are prepared. Individual Education Plans identify the accommodations and supports necessary to ensure success of the students receiving specialized services. In some situations, students require a support specialist to accompany the CTE teacher in the classroom, reviewing, modifying, translating, monitoring etc. At the College, CTE courses and non-CTE courses are subject to the same accreditation requirements of a high level of rigor that is tied to course learning outcomes and program outcomes.

Goal 3 Budget: Improve Service to Special Populations

Goal 3 Objectives

Goal 3 Objectives 1	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
<p>1. Show connections to local, regional, and statewide initiatives to provide access and success for special populations and participants nontraditional by gender.</p> <p>1.a. Continue summer and in school time opportunities/activities to support the development of the nontraditional pipeline.</p> <p>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.</p> <p>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. Outreach Coordinator coordinates on campus events highlighting nontraditional CTE programs.</p>	
Outcomes	
<p>1.a. Students have access to information and are involved in engaging programs nontraditional by gender.</p> <p>1.b and 1.c. Increase or maintain Consortium Negotiated Performance levels for Nontraditional Participation and Nontraditional Completion (6S1, 6S2, 5P1, 5P2).</p>	
Measures	
<p>1.a. Number of students participating in summer Nontraditional programming</p> <p>1.b. and 1.c. Perkins indicators 6S1, 6S2, 5P1 & 5P2.</p>	
Post-Secondary Required Activities	\$0.00
Post-Secondary Permissible Activities	\$1,500.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$1,500.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$6,500.00

Goal 3 Objectives 2	
Required/Permissive Uses of Funds*	R3 All Aspects of an Industry, R5 Professional Development , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration
Strategies	
<p>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.</p> <p>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.</p> <p>2.b. Integrate curriculum and instruction using a collaborative teaching model to increase special education and ELL students' success in CTE.</p> <p>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.</p> <p>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. ProStart, Real World Design Challenge, FIRSTRobotics, FFA, etc.</p>	
Outcomes	
<p>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.</p> <p>2.b. All CTE courses offer collaborative experiences and utilize a team teaching model to deliver CTE credit.</p> <p>2.c. Increase High School and College enrollment in nontraditional careers to meet or exceed negotiated targets.</p> <p>2.d. Maintain opportunities for engagement and enrichment activities.</p>	

Measures

- 2.a. Attendance Roster. Internship participation.
- 2.b. Class Roster and course syllabi, participation and completion rates for special populations
- 2.c. Class Roster, Surveys and Pfile data.
- 2.d. Leadership Participation Rosters and competition of programing.

Post-Secondary Required Activities	\$75,807.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$75,807.00
Secondary Required Activities	\$7,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$7,000.00
Total	\$82,807.00

Goal 3 Objectives 3

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
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Strategies

3. Maintain consistent expectations and retention goals for all students at risk and for all learners in high school and college. Continue to survey students and analyze data by program and demographic areas to address trends and patterns related to persistence.
- 3.a. The Dean of Student 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. The Director of Access and Disability Resources n 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 Success will implement initiatives focused on increasing Perkins indicators of student completion (2P1) and student retention and transfer (3P1).
3. b. All students with documented disabilities are provided reasonable accommodations. The Director of Access and Disability Resources will explore new ways to increase the completion of students with disabilities in CTE program areas.
- 3.c. Students are provided services through the Academic Support Center and surveyed when they withdraw from College.
- 3.d. Students who are experiencing difficulties are provided proactive assistance through EARS.

Measures

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

Post-Secondary Required Activities	\$73,864.49
Post-Secondary Permissible Activities	\$52,159.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$31,875.51
Post-Secondary Total	\$157,899.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00

Total	\$157,899.00
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Goal 4 Narrative

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

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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)]

1. 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.

The LEAP school will continue to 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, Culinary Camp, Manufacturing Camp and Video Game IT Camp, and 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 9th and 10th grade students for a paid introduction into trades and one for 11th and 12th 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 2017-2018 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.

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 is designed, teams anticipate the needs of the students and integrate supports throughout.

In FY16, Saint Paul Public Schools began discussions and 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, and included increased opportunities for concurrent enrollment, faculty mentoring, articulation agreements, and the Career Pathway Academies. Planning continues to expand these opportunities in FY19 with increased concurrent enrollment, advance standing agreements, as well as articulation agreements.

2. 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 is designed, teams anticipate students' needs and integrating students supports throughout.

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3. 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 offers a variety 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. 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. Throughout the year the College Career Services department coordinates career fairs and networking events, some specific to career fields. This past year the College sponsored, in conjunction with MCTC and DCTC, an Early Childhood Professionals Expo, and a HealthCare Career Networking Fair. The College also hosts an annual showcase for cosmetology, esthetics, nail care and massage programs. Students present in front of employers, faculty, staff and students. Career Services provides ongoing workshops in areas such as resume review and interview preparation.

5. 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, Irondale high school, and White Bear Lake 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. 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. Saint Paul College's TRIO Student Support Services (SSS) is unique in 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 both through the Veterans Center on campus as well as through recruitment driven by the Admissions Specialist designated as the Veterans liaison. Saint Paul College also launched over the past year the "Make it Count" program. This program is a free tuition program for individuals age 24 or older who are new to College, and have a household adjusted income less than \$40,000. Through Make it Count, students receive individualized advising, career development services, and financial aid planning from a Make it Count advisor with a lower advisor student/ratio.

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

Goal 4 Objectives

Goal 4 Objectives 1	
Required/Permissive Uses of Funds*	R10 Collaboration, R11 Articulation, P2 Counseling, P3 Work-Based Experiences, P6 Mentoring/Support Services, P9 Alternative Formats, P10 Student Transition
Strategies	
<p>1.a. Provide services to enhance local and statewide learner transitions from high school to college, university, and the workforce. Encourage SPPS students to enroll in articulated CTE courses, CPA, Post-secondary Enrollment Options courses through Saint Paul College, the Early College initiative, and through the Power of YOU program.</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>	
Outcomes	
<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>1.c. 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>	
Measures	
<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>	
Post-Secondary Required Activities	

	\$76,811.00
Post-Secondary Permissible Activities	\$40,847.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$117,658.00
Secondary Required Activities	\$114,312.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$114,312.00
Total	\$231,970.00

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.

Post-Secondary Required Activities	\$28,635.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$28,635.00
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$0.00
Total	\$28,635.00

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.

Post-Secondary Required Activities	\$0.00
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Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$0.00
Secondary Required Activities	\$1,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$1,000.00
Total	\$1,000.00

Goal 4 Objectives 4

Required/Permissible 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.	
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 Total	\$0.00
Secondary Required Activities	\$5,000.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$5,000.00
Total	\$5,000.00

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]

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

The self-assessment took place via a Compression Planning session last spring, where all consortium initiatives, Programs of Study, and performance measures are discussed. Information gathered from this meeting and follow up meetings throughout the year, lead to the development of the FY19 Perkins Plan. The Compression Planning session, included input from the Saint Paul School District Assistant Superintendent, Principal, CTE Administrator, CTE High School Teachers and College Administration.

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

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 requiring placement on inventory. 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, and then on to the Business office.

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. Perkins indicator performance is shared with Administration, Principals, 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. 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 began discussions to invite charter schools who have programs approved in WEH to join the Saint Paul Consortium.

4. 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 is 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. There are extensive collaborations, initiatives and programming between Saint Paul Public Schools and Saint Paul College. Several partnerships are formally established through signed Memorandums of Understanding. Some critical partnerships include:

- A new partnership will prepare Johnson high school students for careers in manufacturing through a grant from 3M to the SPC Mechatronics program. Johnson's engineering instructors will attend summer training at SPC and add units to the current PLTW courses that will give students opportunities to use FESTO Trainers and explore careers in manufacturing.
- 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 100 students exposure to nontraditional careers on Saint Paul College Campus where students participated in hands on activities with students in the nontraditional College programs.

- The Career Pathways Academy (CPA) is an opportunity for students from each Saint Paul high school to enroll in concurrent enrollment at Saint Paul College. Saint Paul College hosts Saint Paul Schools for 10-12th grade students in 13 courses on their campus.
- Shared positions including PSEO/POY, and PSEO by Contract Position.
- YCC Academy's Steering Committee Membership. College leadership participates in this high-level advisory committee leading the YCC Academy Programs at Como and Humboldt.
- Saint Paul College continues to be highly involved in the Greater Twin Cities United Way secondary Welding, Construction, and Medical pathway development.
- The Legacy Foundation program offers students and parents supports and training afterschool, summer and on weekends. Saint Paul Public Schools and Saint Paul College attend leadership meetings and assist the program in offering certifications and links to college support for students after high school graduation.
- Saint Paul College hosts a Saint Paul Schools Culinary Competition where teams of high school culinary students prepare a meal, under the guidance of the SPC instructor and students, in their culinary lab. Members of administration and chefs in the Saint Paul area judge the event. This summer SPC will offer SPPS Culinary teachers a local ProStart training.
- 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 two 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 taking place on Saturdays where students can earn certifications that will increase their employability and/or enrollment into the Gateway to College High School located at Saint Paul College.

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

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

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

Secondary CTE Leaders meet with the Superintendent and administration, School Board Members, teachers, new CTE teachers and teachers on variance 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 Budget: Sustain the Consortium of Secondary and Postsecondary Institutions

Goal 5 Objectives

Goal 5 Objectives 1	
Required/Permissive Uses of Funds*	R1 Academic Integration , R2 Programs of Study, R3 All Aspects of an Industry, R4 Develop/Improve/Expand the use of Technology, R5 Professional Development , R6 Assessment , R7 Initiate/Improve/Modernize Technology , R8 Size/Scope/Quality, R9 Special Populations, R10 Collaboration, R11 Articulation
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.	
2.c. Create and hire a Perkins Coordinator position that focuses exclusively on the execution of the Perkins grant program, collaborating closely with Dean of CTE and Dean of Health and Services to work directly with faculty and student affairs teams.	
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.	
2.c. Successfully hire position.	
Measures	
2.a. Survey results.	
2.b. Minutes & agendas.	
2.c. Improved awareness and execution of Perkins grant activities.	
Post-Secondary Required Activities	\$38,895.00
Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$0.00
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$38,895.00
Secondary Required Activities	\$158,433.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$0.00
Secondary Reserve	\$0.00
Secondary Total	\$158,433.00
Total	\$197,328.00
Goal 5 Objectives 2	
Required/Permissive Uses of Funds*	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.	
Post-Secondary Required Activities	\$41,571.00

Post-Secondary Permissible Activities	\$0.00
Post-Secondary Admin Cost	\$34,206.10
Post-Secondary Reserve	\$0.00
Post-Secondary Total	\$75,777.10
Secondary Required Activities	\$0.00
Secondary Permissible Activities	\$0.00
Secondary Admin Cost	\$29,266.08
Secondary Reserve	\$0.00
Secondary Total	\$29,266.08
Total	\$105,043.18

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 Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 1 Total	\$153,053.87	\$34,897.00	\$0.00	\$0.00	\$187,950.87	\$224,930.28	\$51,152.00	\$0.00	\$0.00	\$276,082.28	\$464,033.15

Budget Goal 2

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 2 Total	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$18,494.30	\$0.00	\$1,099.16	\$21,983.10	\$41,576.56	\$41,576.56

Budget Goal 3

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 3 Total	\$149,671.49	\$53,659.00	\$0.00	\$31,875.51	\$235,206.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	\$247,206.00

Budget Goal 4

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 4 Total	\$105,446.00	\$40,847.00	\$0.00	\$0.00	\$146,293.00	\$120,312.00	\$0.00	\$0.00	\$0.00	\$120,312.00	\$266,605.00

Budget Goal 5

Row	Post-Secondary Required Activities	Post-Secondary Permissible Activities	Post-Secondary Admin Cost	Post-Secondary Reserve	Post-Secondary Total	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
Goal 5 Total	\$80,466.00	\$0.00	\$34,206.10	\$0.00	\$114,672.10	\$158,433.00	\$0.00	\$29,266.08	\$0.00	\$187,699.08	\$302,371.18

Goal Totals

Row	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Post-Secondary	Secondary Required Activities	Secondary Permissible Activities	Secondary Admin Cost	Secondary Reserve	Secondary Total	Row Total
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	Required Activities	Permissible Activities	Admin Cost								
Goal Total	\$488,637.36	\$129,403.00	\$34,206.10	\$31,875.51	\$684,121.97	\$534,169.58	\$51,152.00	\$30,365.24	\$21,983.10	\$637,669.92	\$1,321,791.89

Secondary Supplemental Budget Sheet

Description	File Name	File Size
Secondary Budget Sheet	St.PaulFY18-19Allocation Secondary Budget Sheet 5918.xlsx	53 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
Totals	\$11,400.00

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:* \$120,282.00

Post-Secondary

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

Coordinator Budget:* \$41,571.00

Perkins Dollars

Perkins-Funded Positions

Person's Name	Position	File Folder # (secondary)	Amount	Upload Position Description
Kathy Kittel	CTE Supervisor	320127	\$120,282.00	Job description CTE Supervisor 1.0.docx
Daniel Mesick	DPSP Principal on Special Assignment	296827	\$41,484.00	Job description POSA DPSP .3.docx
Anna Morawiecki	CTE Career Pathway Coordinator	470185	\$39,281.00	Job Description CTE Pathway Articulations Coordinator.docx
Valerie Alexander	CTE CPA Counselor	356304	\$47,861.00	JobdescriptionCTECounseloronSpecialAssignmentfy18.docx
Mary Toner	Advisory Chair, Committee Coordination and Liason	269011	\$23,015.00	Job description Adv Community .25.docx
Terry Meier	CTE Construction Careers Teacher .2	385443	\$16,482.00	Job description Construction Careers .2.docx
Tara Reddinger-Adams	CTE Program Assistant .7		\$47,931.00	Job description Program Assistant CTE .7.docx
vacant	Director of Curriculum and Assessment		\$34,897.00	MnSCU Academic Professional 3-Director of Curriculum and Assessment - #01013787 Vacant 2-18.docx
Gao Vang	PSEO/POY Coordinator		\$28,635.00	Gao Vang PD.docx
Emily Holl	Director of Academic Support Services		\$52,159.00	MnSCU Academic Supervisor 1-Director of Academic Support #01116058-EH.DOC
Carl Byers	Director of Advising		\$33,562.00	MnSCU Academic Supervisor 2-Director of Advising #01120036 final.doc
Nee Na Xiong	Director of Access and Disability Resources		\$32,424.00	MnSCU Academic Professional 3-Director of Access Disability Resources #00668140 EH.doc
Andrew Nyanchoka	Research Analyst		\$17,539.00	Research Analyst Intermediate-Grants Analyst #01062526-AN.docx
Gabriella Miller	Outreach Coordinator		\$19,870.00	wg_MnSCU Academic Professional 2 Outreach Coordinator 01003082 GM.doc
Ali Pickens-Opoku	Director of One Stop		\$25,938.00	Director of One Stop 042817 GM SC.doc
Pam Berry	Health Pathways Advisor		\$38,895.00	Healthcare Career Pathways Project PD.doc
Katie Pierre	Pathways Advisor/Greate Lakes Completion Grant		\$20,000.00	wg_MnSCU Academic Professional 2 Pathway Advisor Business Careers 01117584 KP.doc
Candace	Health Pathways Advisor		\$40,847.00	MnSCU Academic Professional 2-Pathway Advisor #00667940 Vacant.doc

Robinson				
Bushra Rizvi	Business Pathways Advisor		\$30,912.00	MnSCU Academic Professional 2-Pathway Advisor #00667940 Vacant.doc
Wendy Roberson	Dean of Student Success		\$39,754.00	Dean of Student Success 4-2018.doc
vacant	Director of College Partnerships		\$52,146.00	SPC Director of College Partnerships Revised 12-6-17 SC.docx
Sarah Carrico	Dean of Enrollment Management		\$41,571.00	Dean of Enrollment Mgmt and College Pathways Draft 010518.docx
Sarah Butler	Director of Power of YOU and Make it Count		\$50,873.00	MnSCU Academic Supervisor 1-POY MIC - 10.17 final.doc
vacant	Perkins Coordinator		\$39,754.00	
			\$936,112.00	

Improvement Plan Action Steps

Indicator Number (i.e. 1S1 or 2P1)	Action Steps to improve the performance	Resources Needed	Timeline	Person(s) Responsible	How will progress be documented?	Sub-populations or groups where gap exists:	Describe any contextual factors that might contribute to this gap:	Further Information
1S1 ? Academic Attainment in Reading/ Language Arts	<p>There is a significant discrepancy in performance on MCA Reading between the students of color and the students who are white. White students passed at 70.09%, over 30% higher than any other group. As a whole, the CTE students performance on this indicator is lower than the district wide performance.</p> <p>Activities to increase the performance on Reading MCA:</p> <p>Professional development activities on district evidenced practices to increase student achievement in reading including: Close Reading, Conferencing, Common Assessment, Increase in Volume of Reading, Independent Reading, and Text Marking to Make Higher Level Thinking.</p> <p>Summer 2018: Compare District Performance to CTE Performance, Determine root causes of discrepancies</p> <p>Summer 2018: Consult with Literacy Specialists and School Improvement Specialists to identify PD Plan for each school and CTE teachers</p> <p>August 2018: Share performance Data with CTE Teachers and inform them of</p>	District Specialists REA to run MCA performance of Career Pathway Students compared to CTE whole group Salary outside the school day for PD work with Reading Teachers	<p>Summer 2018 Examine Data Summer 2018 Consult with Specialist to Plan PD August 2018 Share Plan with Teachers Nov 2018 First PD March 2019 Second PD</p>	Literacy Specialists, School Improvement Specialists, CTE Teachers, CTE Supervisor, Building Principals	Teachers participate in the PD Days Teachers integrate reading strategies into their course units Teachers share their PLC work with the content group Progress documented by successful completion of PLC work and PD Opportunities.	<p>There is a significant discrepancy in performance on MCA Reading between the students of color and the students who are white. Black students passed at 21.73% while white students passed at 70.09%. Students with limited English passed at 13.57% and Individuals with Disabilities passed at 10.21%.</p>	<p>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 and testing such as depression, stress, malnutrition, fatigue, loss of hope, and fearfulness.</p>	<p>CTE Teacher: Review Data and Root Causes of CTE Students not meeting the MCA Reading Target. Use the 5 Step to discussion making strategy. Focus on Reading for Goal in Professional Learning Communities. Share Results with the Content Group. Attend MDE and other Statewide Training as Available to incorporate Best Practices into instruction.</p> <p>SPPS Racial Equity Specialist: Saint Paul Public Schools is currently engaged in multi-layered racial equity development work with Pacific Educational Group to create the educational climate and culture for systemic equity transformation.</p> <p>This transformation includes all levels of the organization; School Board; Superintendent's Cabinet; district and site leadership; licensed and non-licensed staff; and school sites. The district is committed to eliminating racial disparities and predictability in academic achievement.</p> <p>All SPPS schools have established a site-based equity team, which is implementing racial equity development and training at each of the school sites. SPPS is also engaged in Culturally Responsive Pedagogy at school sites through district-wide professional development, site coaching, and a district-wide culturally responsive cohort.</p> <p>1. Culturally Responsive Teaching Build on and develop instructional practices system-wide that are culturally responsive and increase the capacity of district staff to effectively teach a racially, economically, and culturally diverse student population.</p> <p>2. Family and Community Build on and develop family and community relationships through a racial equity lens, which includes transforming, and developing equitable practices for family and community to engage with SPPS at both the school and district level.</p>

	<p>the need to devote Professional Learning Communities (PLC) to Reading or Math.</p> <p>First PD Opportunity: Review data and use the specialists to share best practices and reading strategies.</p> <p>Second PD Opportunity: Discuss and Share PLC work within the like content groups.</p> <p>Provide opportunities outside of PD days for teachers to work with reading teachers to integrate reading strategies and standards into their CTE Courses</p>							<p>3. Student Voice Expand and include student voice in the development, feedback, and implementation of culturally responsive teaching practices, curriculum, and family engagement.</p> <p>4. Leadership Continue to support district and site leadership as they continue to lead the work with their sites and departments.</p> <p>Literacy Specialists: Provide PD Opportunities for CTE Teachers, sharing Best Practice strategies including:</p> <p>1. Close Reading: Ensuring students are clear as to the purpose of close reading is essential to students being willing to employ close reading approaches and strategies <i>independently</i> to access, comprehend, and analyze complex texts in several contexts and content areas.</p> <p>2. Increase Volume of Reading in ELA: For leadership teams, ELA grade-level PLCs, ELA departments, and co-teacher teams, to ensure the volume of reading is being increased in ELA classes, identify areas of support and coaching. Create an aligned and collaborative framework and expectations for students, classroom reading, reading outside of the classroom, whole class text vs. book clubs / literature circles vs. independent reading. Connect with librarians and examine budget for book purchasing and access. Examine SPPS Virtual Library as well as SPPL Library Go! to ensure access to text and as much student choice as possible for texts read. For teachers and staff, to intentionally examine how we can support all students with engaging with choice reading books in a consistent and supportive way.</p>
<p>3P1 ? Student retention or transfer</p>	<p>In FY19 several steps will be taken to improve performance in the Student retention or transfer.</p> <p>The College will be moving into year two of the new Pathways Advising model. Over the past year the College has spent time building a new team of Pathway Advisors to complete the implementation of the New Pathways Advising model. Part of this process included establishing relationships between the program faculty and the pathway advisor assigned to students in their program, as well as pathway advisors attending the respective program advisory board meetings.</p> <ul style="list-style-type: none"> This upcoming year the Pathway Advisors and faculty will continue to build their relationship through their communication processes regarding program changes and 	<p>Data Analysis Assistance</p>	<p>July 2018-IR request to disaggregate 3P1 data by CTE program. September 2018- Present data to key stakeholders (Deans, Advisors, Faculty) January- Provide Faculty development for improving student retention</p>	<p>Dean of Student Success Dean of Institutional Research, Planning and Effectiveness Dean for Business, Career and Technical Education Dean of Health Sciences and Services</p>	<p>The summary report of ongoing efforts and the Perkins 3P1 indicator in EPM 11.</p>	<p>When examining the data by race and gender, it is critical to add the 2P1 numerator to the 3P1 numerator to paint an overall picture of student success by these demographics. Populations that fall below 79% success are American Indian students, male asians, black males, and white males. Program areas (by CIP code) that significantly contribute to the low success rates are the Computer Careers and Business Program Areas.</p>		

outcomes, as well as improved communication regarding students of concern. The objective of these efforts is to improve college performance in the areas of completion, retention, and success, the College.

- Another critical component of the new Pathways Advising model is bringing together the key support services of not only Pathways Advisors, but also Counseling, Access and Disability Resources, as well as Career Services. Under the leadership of the Dean of Student Success and Director of Advising, Pathway Advising will continue to work as a unit to develop more intentional connections with tutoring, student life, TRIO and other grants focused on at-risk student success, to connect student with interventions earlier.
- The College will move into year 2 of the Great Lakes completion grant, which is focusing on low-income and students of color in the College's business programs who are "near-completers." This grant, along with Perkins funds, supports this new position that will be working with students and stopouts who have earned at least 45 credits towards a degree. This individual will be responsible for interventions and advising, working with this population to decrease their dropout rate and improve their completion rates.
- The Director of Access and Disability Resources will be tasked with outreach efforts to students with disabilities in CTE program and will work to increase student success and completion of students with disabilities enrolled specifically in CTE programs. The Director of Access

	and Disability Resources will be charged with helping make connections and build relationships between students with disabilities and CTE programs.						
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Related Improvement Plan documents

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Upload any additional supporting documents here.

Improvement Report

Improvement Report 1	
Indicator Not Met:*	1S1 ? Academic Attainment in Reading/ Language Arts
Negotiated Performance: *	43%
Actual Performance: *	34.56%
General strategies planned to improve performance:	
<p>We will 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 such as Avid, tutoring, mentoring, and guidance and counseling, all to support our students where they are.</p> <p>We will continue to partner to add programing such as the Legacy program and Avid to assist in removing barriers to our student success.</p> <p>CTE Teachers will focus on Literacy in Professional Learning Communities</p> <p>CTE Teachers will attend Professional Development lead by Specialist in Racial Equity and Literacy</p> <p>CTE Teachers will include Reading Strategies in lessons</p>	
Comments or context for actual performance (optional):	

Improvement Report 2	
Indicator Not Met:*	1S2 ? Academic Attainment in Math
Negotiated Performance: *	33%
Actual Performance: *	29.91%
General strategies planned to improve performance:	
<p>Math Specialists are working to improve our students performance on the MCA assessment by working with Solution Tree for Professional Development. Rich mathematical tasks provide varied opportunities for learning and encourage high quality student interaction (Boaler, 2016); they also provide multiple entry points so that all students can engage with the problem and experience success. Tasks that</p> <p>have high cognitive demand and multiple ways of solving problems provide opportunities for students' mathematical thinking and discussion (Boston, 2012; Smith & Stein, 2011) that eventually builds a conceptual understanding through which procedures naturally and sensibly flow out of.</p> <p>Second, effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Facilitation through purposeful questioning creates ample opportunities for student discourse and further reveals understanding of concepts as students engage in mathematical reasoning and debate (Cobb, 2006).</p> <p>Finally, effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning, (NCTM, 2014). Consistent formative data collection and consequent analysis processes afford greater capacity for student reflection and growth.</p> <p>The CTE teachers have had PD in 2017 to impletment math units into their curriculum. Some CTE teachers are collaborating with math teachers to cover math standards in their content area giving a practical application to concepts learned.</p> <p>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</p>	

students where they are. We will continue to partner to add programming such as the Legacy program and Avid to assist in removing barriers to our student success.

Males out performed females by 5 percentage points.

The discrepancy between white students and black students equaled 36 percentage points.

Saint Paul Public Schools is currently engaged in multi-layered racial equity development work with Pacific Educational Group to create the educational climate and culture for systemic equity transformation. This transformation includes all levels of the organization; School Board; Superintendent's Cabinet; district and site leadership; licensed and non-licensed staff; and school sites.

The district is committed to eliminating racial disparities and predictability in academic achievement. All SPPS schools have established a site-based equity team, which is implementing racial equity development and training at each of the school sites. SPPS is also engaged in Culturally Responsive Pedagogy at school sites through district-wide professional development, site coaching, and a district-wide culturally responsive cohort.

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 and testing such as depression, stress, malnutrition, fatigue, loss of hope, and fearfulness.

Improvement Report 3

Indicator Not Met:*	2S1 ? Technical Skill Attainment
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Negotiated Performance: *	80%
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Actual Performance: *	72.93%
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General strategies planned to improve performance:

Continue to explore assessments that align to coursework.

Provide Professional Development for teachers to review assessments and make proper selections.

Support student through ELL programming, tutoring, after school study groups and practice tests and retakes.

Provide a summer school Health Care Core Curriculum Course at LEAP where students can get a head start on vocabulary and concepts prior to taking the CNA Course.

Provide a Health Science Pathway at Humboldt High School, where students will have an exploration course, medical terminology and anatomy and physiology prior to taking a CNA course where the technical skills assessment is placed.

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.

Many tests are biased by using terminology that is not translatable. An example, in the CNA test, where name brands are used that only English speakers are familiar. For example the word Kleenex instead of Tissue. Assessing students who are new to the country with terms only common to English speakers sets our large ELL student body up for failure.

Improvement Report 4

Indicator Not Met:*	3P1 ? Student retention or transfer
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Negotiated Performance: *	33.07
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Actual Performance: *	29.59
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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. The College anticipates gains in retention or transfer data in the next year as a result of these changes.

Comments or context for actual performance (optional):

The College's 2P1 Credential, Certificate, or Degree Indicator increased almost a full percentage point from 2016 to 2017 (49.31% to 50.28%). Significant increases in completion of three semester (or less) programs such as Practical Nursing, Phlebotomy adversely impacted the student retention or transfer (3P1) accountability measure.

Improvement Report 5

Indicator Not Met:*	3S1 ? School completion
Negotiated Performance: *	96.50
Actual Performance: *	94.54

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 accademic 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 particpate 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):

Improvement has been noted in this indicator over time.

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 6

Indicator Not Met:*	4P1 ? Student placement
Negotiated Performance: *	83.97
Actual Performance: *	82.32

General strategies planned to improve performance:

In FY18 The Office of Career Services and Placement developed the following plan, that will continue to be executed through FY19.

Goals:
 Obtain survey response rate of 85% or greater each year
 Increase placement rate according to Minn State standards, while ensuring integrity of data

Timeline	Current practices	New initiatives & Action Steps

Timeline	Current practices	New initiatives & Action Steps
Prior to completion	<ul style="list-style-type: none"> Graduate salute – Career Services requests responses from all attendees Faculty have graduates fill out the survey (either on-line or on paper) Social Media notices (Facebook, LinkedIn, student app) Work with grant managers to collect information 	<p>Add a link to the survey on the Application for Graduation</p> <ul style="list-style-type: none"> Work with Records Dept., webmaster and others to implement <p>Ensure accurate contact information</p> <ul style="list-style-type: none"> Work with Records Dept. to add appropriate fields to the Application for Graduation to ensure that email addresses and phone numbers are current <p>Increase classroom presence</p> <ul style="list-style-type: none"> Work with Pathway Advisors, deans and faculty to coordinate classroom visits <p>Increase presence at Graduate Salute</p> <ul style="list-style-type: none"> Have computers available for online survey Work with Student Life Dept. to coordinate schedules <p>Tables in cafeteria</p> <ul style="list-style-type: none"> Coordinate schedules with other departments for strategic times <p>Coordinate efforts with Alumni Dept.</p> <ul style="list-style-type: none"> Meet with Director of Alumni Association to identify key efforts to expand the culture of the college's desire to stay in touch with graduates. <p>Increase presence on website</p> <ul style="list-style-type: none"> Work with Marketing Dept. to increase website and social media presence at end of semester <p>Grants</p> <ul style="list-style-type: none"> Work with MnAMP to collect when they do their own survey
At graduation ceremony	<ul style="list-style-type: none"> Note of congratulations and request to complete survey and invitation to use Career Services 	<p>Increase presence at graduation ceremony</p> <ul style="list-style-type: none"> Work with Director of Student Life to coordinate Career Services will recruit volunteers to gather updated information
Within six weeks of completion	<ul style="list-style-type: none"> Unions verify membership of graduates from their programs Award is mailed to home address with flyer encouraging completion of survey and use of Career Services First email is sent requesting completion of on-line survey 	

Timeline	Current practices	New initiatives & Action Steps
Periodically and Ongoing	<ul style="list-style-type: none"> Follow-up emails sent through ARSA Communications module (monthly) Career Services staff encourages completion of survey at every contact, e.g. individual appointments, workshops and classroom presentations Social media notices (Facebook, LinkedIn, student app) Obtain continuing education information from Records dept. and system office Collection of data by grant-funded programs such as TRIO, C3Fellows, Education2Employment, Great Lakes and MnAMP is forwarded to Career Services Updated spreadsheets are sent to 1 faculty member per department at least three times per year. Faculty are asked to follow-up with graduates from their programs Phone campaigns (3-12 months after completion) Social media searches (7-12 months after completion) Follow-up with unemployed to gather updated placement information <ul style="list-style-type: none"> Monitor response rates and placement rates. As response reaches 85%, efforts focus on unemployed 	<p>Increase ease of use by students, graduates, faculty and employers</p> <ul style="list-style-type: none"> On-line form has been re-created Career Services website has been completely redesigned making the link more visible <p>Add option to communicate via text messaging</p> <ul style="list-style-type: none"> Increase campaigns to increase “opt-in” to text messaging Work with system office to set up text messaging option <p>Increase social media efforts</p> <ul style="list-style-type: none"> Work with Marketing Dept. to develop language and a schedule for communications Collaborate with Student Life to increase use of student app <p>Offer incentives</p> <ul style="list-style-type: none"> Investigate budgetary needs Develop a fair way of awarding incentives <p>Increase faculty involvement</p> <ul style="list-style-type: none"> Request a meeting with academic deans to discuss strategies for increased faculty involvement Request feedback from faculty to discuss timing of updates <p>Increase ease of use of Access portal</p> <ul style="list-style-type: none"> Work with business faculty for additional Access training <p>Continue contact after graduation</p> <ul style="list-style-type: none"> Begin phone campaigns earlier, working each semester separately to proactively gather data while encouraging use of Career Services resources and career fairs
		<p>Discontinue use of the term “survey”; instead use “Graduate Success”, “Report Your Success” or “Graduate Feedback”</p> <ul style="list-style-type: none"> Meet with academic deans to discuss ways to influence campus-wide culture Work with webmaster to change language on website
	Calling campaigns are coordinated with supervisors from Advising and Enrollment Services	<p>Look into vendors who provide follow-up services</p> <ul style="list-style-type: none"> Consult with other colleges and universities for recommendations Examine budget needs and feasibility Consult with vendors

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 7

Indicator Not Met:*	5P1 ? Nontraditional participation
Negotiated Performance: *	21.3
Actual Performance: *	19.87

General strategies planned to improve performance:

Saint Paul College made slight gains in the 5P1 Nontraditional Participation category from 2016 to 2017. The College continues its nontraditional participation efforts, specifically focusing on women in the trades. The College provides women in the trades sampler nights, allowing women to

come to campus and explore different career opportunities in the trades through hands on activities and opportunities to engage with faculty and mentors. The College has scholarship, mentoring and networking programs to help women overcome some of the most common barriers to both entering and thriving in these traditionally male occupations. Although women remain underrepresented, the College has doubled the participation of women in the trades programs.

Other areas where nontraditional program participation is low is in the nursing assistant program and the medical office and medical billing fields. The College will work with marketing and recruitment to identify ways to highlight male participation in these programs. The College also has 3 separate partnerships with Saint Paul Public Schools high schools and a district wide program specifically for nursing assistant training. The consortium will work together to increase male participation in these partnership programs.

Comments or context for actual performance (optional):

Statement of Assurances & Certifications

Description	File Name	File Size
Saint Paul Consortium Signed Statement of Assurances for FY19	Signed Statement of Assurances.pdf	96 KB

Attachments

Description	File Name	File Size
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
AOF Newsletter 2018	AOF Newsletter Mar 2018.pdf	300 KB
AOF Newsletter 2018	AOF Newsletter Mar 2018.pdf	300 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
Compression Planning Session Notes	compression planning notes.docx	23 KB
Compression Planning Session Notes	compression planning notes.docx	23 KB
Construction Flyer	Construction Pathway Flyer 19.pdf	277 KB
Construction Flyer	Construction Pathway Flyer 19.pdf	277 KB
Humboldt Welding Poster	Humboldt Welding Mazze-1.pdf	5.3 MB
Humboldt Welding Poster	Humboldt Welding Mazze-1.pdf	5.3 MB
St. Paul Perkins Consortium FY19 Perkins presentation	Perkins Fy19 Presentation.pptx	6.7 MB
Construction Tiny House Article	Tiny House Article.pdf	567 KB
Construction Tiny House Article	Tiny House Article.pdf	567 KB
Welding pdf	Welding Pathway.pdf	294 KB
Welding pdf	Welding Pathway.pdf	294 KB
Youth Career Connect Grant Flyer	YCC Flyer rev.docx	625 KB
Youth Career Connect Grant Flyer	YCC Flyer rev.docx	625 KB

